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1908.

(SECOND SESSION.)

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

REPORT

(TOGETHER WITH APPENDICES)

OF THE

MINISTER OF PUBLIC INSTRUCTION

FOR THE YEAR

1907.

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1908.

REPORT OF THE MINISTER OF PUBLIC INSTRUCTION.

To His Excellency Sir HARRY HOLDSWORTH RAWSON, Admiral in the Royal Navy, Knight Grand Cross of the Most Honourable Order of the Bath, Governor of the State of New South Wales and its Dependencies, in the Commonwealth of Australia.

MAY IT PLEASE YOUR EXCELLENCY,—

I have the honor to submit to your Excellency the Report of the Department of Public Instruction for the year 1907.

SCHOOLS IN OPERATION.

On 1st January, 1907, there were 2,885 schools and 3,101 departments. During the year, 138 additional schools were opened and 105 closed, leaving the number in operation at the end of the year as 2,918 schools and 3,131 departments, as shown below :—

	January.		December.	
	Schools.	Departments.	Schools.	Departments.
High Schools	5	5	5	5
Public Schools	1,908	2,124	1,927	2,140
Provisional Schools	391	391	393	393
Half-time Schools	339	339	328	328
House-to-house Schools	10	10	9	9
Evening Public Schools	34	34	33	33
Subsidised Schools	195	195	220	220
Industrial and Reformatory Schools ...	3	3	3	3
Totals	2,885	3,101	2,918	3,131

It will be observed that there was an increase of 19 in the number of Public Schools, and of 25 in the number of subsidised teaching stations. On the other hand, the number of small country schools decreased by 10, and Evening Schools by 1.

The gross number of schools (including all classes) in operation at any time during 1907 was 3,050 and 3,260 departments, as compared with 2,988 and 3,204 departments open in 1906. A comparison of the figures for both years shows that the number of schools open at any time during the year increased by 62, and that the number in operation at the close of 1907 exceeded those open at the close of 1906, by 33. Detailed statements will be found in Tables of Statistics 1 to 6.

Apart from the schools mentioned above, the following State-supported or aided schools are still in operation, viz. :—The Sydney Grammar School and the School for the Deaf and Dumb and the Blind.

ESTABLISHMENT

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Establishment of New Schools.

During the year, 143 applications for the establishment of new schools were received, 67 of which were granted. Fifteen of these schools and 24 others applied for previously were opened during 1907. Thirty-three schools which had been closed during 1906 were re-opened, and 86 Subsidised Schools opened, together with 8 Evening Schools, making a total of 166 new schools in operation during the year. Full details in regard to applications for new schools are contained in Statistical Tables Nos. 20 to 25.

School Attendance.

The gross enrolment for all schools under the Department's control was 276,037, comprising 273,979 for Day Schools and 2,058 for Evening Schools. This enrolment includes pupils who attended more than one school, and were thus counted more than once. Returns obtained from the Teachers show that the multiple enrolments amount to 14·6 per cent. of the total gross enrolment. Deducting this percentage, the number of individual pupils in attendance at State Schools during 1907, was 235,736.

The number of individual pupils on the School Rolls cannot, however, be accepted as a basis upon which to form an estimate of attendance. One factor which must be considered in this connection is the unusual activity shown in the movement of population in this State during 1907; the number of arrivals and departures being exceptionally large. It is probable that among the 238,488 immigrants (most of whom came from neighbouring States), there were many children of educable age who were enrolled in our schools. It is equally probable that the 223,990 people who left this State during 1907 included many children whose names were, for at least some portion of the year, upon our School Rolls. This factor helps to explain the disparity between the number of individual pupils on the School Rolls for the year, and the number in actual attendance at any one time.

The latest school returns, namely those for December quarter, show that the number of pupils on the rolls, including High Schools, Primary Schools, and Subsidised Schools, at the close of the year, was 209,229, with an average attendance of 150,485·6. The proportion of the average attendance to the enrolment at the end of 1907 was 71·9 per cent. The mean quarterly enrolment was 213,709, and the mean average attendance was 152,607·9, or 71·4 of the enrolment; a proportion lower than in any year since 1898. The falling off in the attendance thus indicated is mainly due to the severity of epidemics, principally influenza, whooping-cough and measles, which prevailed through the greater portion of the State for a large section of the year. For weeks together, many schools were closed and still more were almost empty, the attendance falling from hundreds to tens.

While such deterrent elements as epidemic illness, in securing regularity of attendance, are unavoidable, it is regrettable that a certain section of parents are quite indifferent in the matter, and take every advantage of the "70 days minimum" prescribed by the Public Instruction

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Instruction Act. In many families, the children appear to be kept from school a few days every week to assist in home work, or to run messages, deliver shop goods, milk, &c.

In July, 1907, five attendance Officers and Inspectors under the Neglected Children and Juvenile Offenders Act were appointed; their duties being to visit the parents of children not attending school, or attending irregularly, to make full inquiries into such cases and furnish reports where necessary, and also to visit State Children and make inquiries under the various Parliamentary Acts controlling such children. These Officers have been stationed in the Metropolitan, Newcastle, and Broken Hill Districts, and that some good results have already attended their work is shown by the fact that the ratio of attendance to enrolment for December quarter in the three districts named, was 75·01, 74·1, and 74·7 respectively, as against 70·1 for the remainder of the State.

To a certain extent, the method, hitherto adopted, of calculating school enrolments upon a quarterly basis, causes the ratio of attendance to enrolment to be understated. Upon this basis, the name of a child who attends for the first week in a quarter and then leaves the school, is continued on the rolls for the remainder of the quarter. He is thus credited with thirteen weeks' enrolment instead of one. In future, weekly enrolments will be obtained from each school, and at the termination of each quarter, the average weekly enrolments will form a truer basis of comparison with the weekly attendances.

An interesting Table of Statistics (No. 10) furnishes the ages of the children on the rolls for December quarter. This table shows that of 209,229 pupils enrolled, 181,104, or 86·5 per cent. of the whole number, were between the ages of 6 and 14 years; 8,535 or 4·1 per cent., were under 6 years of age; and 19,590, or 9·4 per cent., were over 14 years.

When the pupils are grouped under separate ages a gradual increase is shown in the attendance of children from four years and under up to the age of 11 years, the maximum occurring between the ages of 10 and 11. After the age of 14 years the decline is very marked, as the period of compulsory school attendance then terminates.

Estimating the mean population of the State for 1907 at 1,554,635, the population between 6 and 14 years of age was 258,500. Of this number, 204,048 or 78·9 per cent., attended State Schools, and 54,452 or 21·1 per cent. received instruction in Private Schools or at home, or else remained untaught. From the latest returns of Private Schools attendance, it is estimated that the total enrolment was 64,643. As of this enrolment 43,682 pupils were between the ages of 6 and 14, it will be seen that of the total statutory school population of 258,500—247,730, or 95·8 per cent., were enrolled at State and Private Schools, while 10,770 or 4·2 per cent., were taught at home, had left school after satisfying the standards of the Act, or remainded untaught. In addition to those of the statutory school age, pupils under 6 years and over 14 years of age were also enrolled for school attendance—31,688 at State Schools, 15,362 at Private Schools.

Compulsory

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Compulsory clauses of the Act.—32,744 children between the ages of 6 and 14 years failed to complete the minimum attendance of 70 days during the first half of the year; but in 663 cases only was the law set in motion. The parents of 1,630 were cautioned, while in the remaining cases satisfactory explanations were furnished, or the circumstances were not such as to render any action necessary. In a large number of instances pupils had obtained certificates by examination, and were thus legally exempt.

For the second half-year the number between the compulsory ages who did not attend 70 days was 28,142. In 452 cases legal action was taken, and cautions were sent to parents in 1,080 cases.

School Premises and Sites.

The number of school sites acquired during the year was 56. Of these, 31 were Government grants, 17 were resumed under the Public Works Act of 1900, and 8 were purchased. The cost of the purchased sites amounted to £3,874 11s. 6d., and the sum of £2 0s. 9d. was paid on account of those resumed. In the case of five of the latter, no claim was made by the original holders for compensation. The balance to be paid on the others, when all claims have been settled, is £126 6s. 4d. Full particulars as to the sites will be found in Table of Statistics, No. 35.

Buildings.

On the basis adopted last year of 150 cubic feet of air space for each child, existing school premises afforded room at the close of 1907 for 220,372 pupils.

As regards new schools and residences, mention may be made of the new school building at North Annandale, erected at a cost of over £4,000, extensive additions and alterations to the Forest Lodge, Balmain, South Parramatta, and Bathurst Schools, and the new school-room at Rose Bay. A list of important works completed and in progress at the end of 1907 is given in Statistical Table, No. 42.

Thirteen new schools and residences were erected in 1907 under the supervision of professional officers, as compared with 27 in 1906, while the additions to schools numbered 43 as compared with 26; the premises repaired 1,734, as compared with 414; and the places provided 2,674, as compared with 4,386 for the same period. The number of small school buildings, residences, and weathersheds erected under the Inspectors' supervision was 49, as compared with 70 put up in 1906; 10 school buildings were enlarged, as against 20 in 1806; the number of places provided was 1,264, as compared with 1,948; and the buildings repaired numbered 1,309 in 1907, as against 1,207 in the previous year.

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At the close of 1907, the following additional works were in progress:—44 new buildings, 34 additions, and 3 residences. Repairs and improvements were being carried out in 218 existing buildings.

Full particulars respecting the building work completed in the year, and that in progress at its close, are given in Statistical Tables 41 and 42.

Furniture.

The new pattern of school furniture is gradually superseding the old, though the complete substitution will take many years to accomplish. The number of dual and single desks and seats turned out for the year was 3,911. The new type of furniture takes much longer to make than the old long desks and forms.

The progress of the Department's workshops at Cockatoo Island, where most of our school furniture is manufactured by lads from the N.S.S. "Sobraon," has been very satisfactory. Forty-five boys were constantly employed under efficient instruction, and the total value of the year's output, based on prices previously paid under the contract system, was £8,167 17s. 8d. The saving to the Department, after allowing for all expenses, amounted to £2,888 5s. 7d. A balance-sheet furnishing details of the cost and earnings of the workshops is shown in Table No. 43.

Inspection.

The number of Inspectors on the staff was 38, comprising, in addition to the Chief Inspector and Deputy Chief Inspector, 1 Principal Senior Inspector, 11 Senior Inspectors, and 24 Inspectors. The *personnel* of the staff remained unaltered, but a number of transferences were effected. Mr. Senior-Inspector L. E. Lawford, M.A., was transferred from the Bathurst to the Parramatta District; Mr. Inspector L. Blumer from the Parramatta to the Bathurst District; Mr. Inspector A. D. McKenzie from the Blackheath to the Wollongong District; Mr. Inspector G. H. Hunt from the Wollongong to the Dungog District; Mr. Inspector J. Dennis, M A., from the Dungog to the Dubbo District; Mr. Inspector W. Kennedy from the Dubbo to the Taree District; Mr. Inspector R. Henderson from the Taree to the Grafton District; Mr. Inspector J. Murray from the Hay to the Blackheath District; and Mr. Inspector A. O. Black was appointed to the Hay District.

Finance.

The sum available for expenditure under the Public Instruction Act was £962,987 13s. 4d. The total outlay was £922,295 0s. 5d., namely, £103,347 0s. 7d. on school premises, £758,130 12s. 7d. on school maintenance, and £60,817 7s. 3d. on administration and Training Schools; leaving a balance at the end of the year of £40,692 12s. 11d., including £1,608 17s. 0d., the amount of the unexpended balances refunded to the Treasury on 30th June, 1907, and a sum approximating £30,000 for increases to teachers' salaries under the new Regulations, for the six months ended 31st December, 1907. Payments of these arrears of salaries were made early in 1908.

Details

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Details of the receipts and disbursements, together with summaries of the expenditure for the past five years, are shown in Statistical Tables Nos. 44 to 48. A general statement of the expenditure for 1906 and 1907 is subjoined :—

Expenditure.

	1906.			1907.		
	£	s.	d.	£	s.	d.
I. On School Premises :—						
For sites, new buildings, additions, repairs, &c., including High Schools— £814 15s. 0d. for 1906	89,975	4	8	103,347	0	7
II. On Maintenance of Schools, &c. :—						
1. Teachers' salaries and allowances in Primary Schools, including Subsidised Teaching	687,303	13	8	702,893	11	4
Other maintenance expenses in such schools	38,546	7	8	42,662	6	9
2. High School salaries and maintenance expenses	7,134	14	11	8,582	17	9
State Scholarships and Bursaries	4,052	10	11	3,991	16	9
	737,040	7	2	758,130	12	7
III. On Administration, &c. :—						
Including Training Schools	54,565	10	10	60,817	7	8
	£881,580	13	8	£922,295	0	5

The gross expenditure for 1907 was £922,295 0s. 5d., as against £881,580 13s. 8d. for 1906, an increase of £40,714 6s. 9d.

The outlay upon sites, buildings, &c., was £13,371 15s. 11d. more than in 1906, while the expenditure upon Teachers' salaries and allowances was £15,586 17s. 8d. in excess of 1906 disbursements.

In Table No. 47 is given a statement showing the average cost to the State of a child's education, calculated (*a*) upon the net school expenditure, and (*b*) upon the expenditure, excluding the cost of school premises. Upon the former basis, the cost per child in average attendance was £6 0s. 4¾d. for 1907, as compared with £5 8s. 1d. for 1906; and upon the latter basis, £5 6s. 10d. for 1907, as compared with £4 16s. 2d. for 1906. The total cost per child upon the whole population of the State was 11s. 9¾d., while in 1906 it was 10s. 9½d.

The Training College.

During 1907, the work of the Training College was continued at the Blackfriars School. It is proposed, however, to erect a Training College for Teachers within the University grounds as early as practicable, and plans and specifications are now in course of preparation.

Two hundred and ninety-nine students were enrolled (152 males and 147 females). Of these 199 held "A" Scholarships, and 86 "B" Scholarships. The remaining 14 were non-scholarship students. Of the total number 288 had formally served as pupil-teachers, and 11 were persons who had not previously been in the service of the Department.

The curriculum included History and Science of Education, English, French, Latin, Mathematics, English History, Geography, Nature Study, Chemistry, Physics, Physiology, Music, Drawing, Drill, and Manual Training.

As

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As the result of the examination held at the termination of their second years' course of training, 7 students (4 males and 3 females) won scholarships entitling them to a third years' training. Forty-nine students, including 9 at the Hawkesbury College, passed in literary attainments for Class 2A, 40 for 2B, 34 for 3A, 14 for 3B, and 1 for 3C. Twenty-seven students who elected to leave the Training College at the termination of one year's training were examined, and 3 qualified in point of attainments for Class 3A, 6 for Class 3B, and 18 for Class 3C. The award of classification will, however, be dependent in each case upon the ex-students' showing after two years service as assistant teachers, their fitness in practical work for the classifications mentioned.

In addition to the course of study and attendance at lectures required of the students, practical work demands much attention during the student period. A scheme for such work has been drawn up for the forthcoming year, under which it is expected that students will obtain increased practice, while opportunity to estimate their skill in teaching will be facilitated. The scheme provides for the division of second year students into groups of ten, each being placed under the personal supervision of a teacher. One student in each group will lecture weekly on an allotted subject in the practice school, after which the other students will criticise the effort, the teacher subsequently adding some observations upon both lecture and criticisms. Twenty-six school departments have been secured for such practical work, extending from Burwood to North Sydney, and including Fort-street.

High Schools.

During 1907 there were 5 High Schools in operation, namely, those for boys and girls at Sydney and Maitland respectively, and the Newcastle High School. There was no alteration in the previous year's arrangements.

The total enrolment at those in operation was 908, and the average daily attendance 669·3, as against 917 and 670·9 respectively for 1906. The attendance at each school, and the success of pupils at the University Examinations are shown in Statistical Tables Nos. 29, 30, and 31.

The total expenditure on High Schools was £9,501 0s. 11d., being £1,551 11s. more than in 1906; and the amount of fees received £3,616 14s. 8d., an increase of £217 6s. 4d. The actual cost to the State was £5,884 6s. 3d., being at the rate of £6 9s. 7d. per head of the total enrolment as against £4 19s. 5d. in 1906.

State Scholarships and Bursaries.

At the examinations held under the Scholarship and Bursary scheme, 112 candidates were successful. Of these 25 boys and 26 girls obtained Scholarships for High Schools and Superior Schools; 23 boys and 24 girls, Bursaries for High and Superior Schools; 2 boys, Bursaries for the Sydney Grammar School; and 6 boys and 6 girls University Bursaries. Of

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Of the 51 successful competitors for Scholarships, 14 boys and 15 girls have since attended the Sydney High Schools, 5 boys and 5 girls the Maitland High Schools, 5 boys and 6 girls the Newcastle High School, and 1 boy the Superior Public School, Grafton. Of the 49 who succeeded in gaining State School Bursaries, 17 boys and 15 girls attend the Sydney High Schools, 2 boys and 3 girls the Maitland High Schools, 4 boys and 3 girls the Newcastle High School, 2 boys the Sydney Grammar School, 2 girls the Model Public School, Fort-street, and 1 girl the Superior Public School, Yass.

Of the 12 University Bursaries awarded, 3 were obtained by pupils of the Boys' High School, Sydney; 5 by pupils of the Girls' High School, Sydney; 1 by a pupil of the East Maitland Boys' High School; and 3 by pupils of the Model Public School, Fort-street.

Of 35 State Bursars attending University Lectures during 1907, 28 had formerly been State School Bursars or Scholars.

The total number of candidates examined for admission to the High Schools was 850, and of these 808, or 95·1 per cent., were successful.

New Regulations have recently been approved of, extending very considerably the present scheme of State Scholarships and Bursaries. In future, District and High School Scholarships to the number of 100 annually, instead of 50 as heretofore, will be awarded, and 72 Bursaries, instead of 48 as at present. The allotment of these Scholarships and Bursaries will be proportioned to pupils attending different classes of schools; a plan which will remove the existing anomaly of pupils in the small country schools having to compete with those attending the larger town and city schools.

Apart from these awards, however, a very extensive application of the Scholarship and Bursary scheme to Agricultural and Technical Education has been authorised, some particulars regarding which will be found under the heading "Technical and Scientific Education" (page 14). Under these new Regulations, the whole scheme of Scholarships and Bursaries has been made much more comprehensive and practical in character, and in its operations should prove a public boon.

University Bursaries.

Twelve of these Bursaries are now open to competition annually (6 to boys and 6 to girls). That the Bursaries are, as a rule, secured by very deserving students is evidenced by the fact that no fewer than 115 of those who have held them have graduated, many with first-class honors. The degrees obtained by them are as follows:—B.A., 95; M.A., 6; B.A., B.E., 2; B.A., LL.B., 3; B.A., B.Sc., 1; B.A., B.Sc., B.E., 1; B.Sc., 2; B.E., 1; M.B., Ch.M., 3; M.D., Ch.M., 1; total, 115.

Of those who were in attendance at the University during 1907, the undermentioned Bursars gained distinctions:—

John E. Bateman (3rd Year Science) won the University Medal for Mathematics; Arthur L. Campbell (2nd Year Arts) won

Barker

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Barker No. 1 Scholarship and Norbert Quirk Prize for Mathematics, and tied with Edith E. Shortland for the Garton Scholarship No. 2 for French and German; Frederic A. Booth (2nd Year Science) won the Deas Thomson Scholarship, and Professor David's Prize for Geology and Microscope Slides; Edith E. Shortland (2nd Year Arts) tied with Arthur L. Campbell for the Garton Scholarship No. 2 for French and German.

Superior Public Schools.

No additions to the number of Superior Schools were made during 1907. At the end of the year, Superior Schools numbered 142, comprising 325 departments. The enrolment and average attendance of pupils for December quarter were 92,926 and 68,923 respectively, as against 91,096 and 68,011 for 1906.

Evening Public Schools.

Nine applications for the establishment of Evening Schools were received, 8 of which were granted. On 31st December there were 33 schools in existence, as against 34 in 1906. The enrolment and average attendance for 1907 were 979 and 532·3 respectively, as against 900 and 492·8 for 1906.

Subsidised Schools.

The granting of subsidies for the education of children resident in thinly-populated places, and so far removed from any State-aided school that attendance at such is a matter of impossibility, was continued during 1907. 281 of such schools were in operation for some portion of the year. The number of applications granted in 1907 was 86, and the number of schools in operation at the end of the year was 220. The aggregate attendance numbered 1,792, 914 boys and 878 girls being enrolled, while the average attendance at each school was 6·5. The conditions upon which aid is granted are that two or more families must combine to engage a private teacher, who, upon being recognised by the Department, will receive a subsidy at the rate of £5 per pupil per annum, calculated upon the average monthly attendance.

Amended Regulations were issued early in 1908, under which the maximum payment to teachers of subsidised schools was raised from £25 to £50 per annum.

Conveyance of Children to Central Schools.

The scheme for conveying children to central schools, which was brought into operation in 1904, was continued during 1907 with satisfactory results. There were 38 schools to which the conveyance of pupils was authorised.

Teachers.

5,745 teachers of all classes were actually employed on 31st December, 1907, being 182 more than at the end of the previous year. 3,563 were classified teachers, 1,117 unclassified, 299 were Training-school students, 634 pupil-teachers, 97 work-mistresses, and 35 High School teachers. Of the whole number, 55·9 per cent. are males and 44·1 females; and of the teachers in charge of schools, 80·5 per cent. are males and 19·5 females. As regards assistants, 31·3 per cent. are males and 68·7 females.

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A statement giving full information respecting the several classes into which teachers are divided is contained in Statistical Table No. 16.

Taking into account all Schools, exclusive of Evening Schools and Subsidised Teaching Stations, there was at the close of 1907, one teacher for every 27 pupils in attendance. In Public Schools only, the number of children taught by each teacher averaged 29, while in High Schools the number to each teacher averaged 19.

Of the total number of classified teachers, 7·9 per cent. are in Class 1, 31·8 per cent. in Class 2, and 57·3 per cent. in Class 3. 19·4 per cent., or nearly one-fifth, of our teachers are recorded as unclassified. This statement, however, is modified by the fact that among these teachers are many ex-students of the Training College who have passed for classification in literary attainments, but have yet to show by two years service that they possess the requisite degree of practical skill as teachers. Others grouped as unclassified had before appointment, served four years at least as pupil-teachers, and the remainder had passed the examinations qualifying them for appointment to Provisional or other small schools. 11 per cent. of the whole number are pupil-teachers.

The teachers whose connection with the Department ceased during the year numbered 257. Of these, 126 resigned, 113 retired under the Public Service Act, 7 were transferred to other Departments of the Service, 9 died, the appointment of 1 was annulled, and 1 was dismissed.

In view of the decision to gradually discontinue the employment of pupil-teachers, no competitive examination of applicants was held in 1907. From the number of candidates who had previously passed required tests and were awaiting employment, 194 were appointed to schools.

Three examinations for the positions of teachers of small country schools were held during the year, in order to fill vacancies caused by resignations, retirements, &c., and by the establishment of new schools. At the first examination, held on 9th May, 74 candidates (25 males and 49 females) were successful. Two of these (males) withdrew their names, and 1 (male) was found to be unfitted for the work. The remaining 71 received appointments. At the second examination, held on 29th August, 82 candidates (38 males and 44 females) passed, and of these 2 (females) withdrew their names, and 1 (male) was found to be physically unfit for the work. Seventy-nine received appointments. At the third examination, of 17th December, 70 candidates (40 males and 30 females) passed. Two of these (males) withdrew their names, and 3 received appointments. The remaining 67 are undergoing a course of training at large schools in different centres.

Four teachers were re-employed in the service, and six appointments to the office of work-mistress were made

Teachers'

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Teachers' Examinations.—The total number of examinees of all classes during 1907 was 2,630. Of 699 teachers examined, 50 passed in literary attainments for Class I, 30 passed for Class IIA, 36 for IIB, 122 for Class IIIA, 99 for IIIB, and 13 for IIIc. The number of teachers whose examination was only partially completed or who failed was 349, namely, 66 for first class, 129 for second class, and 154 for third class. In addition to the examinees who gained promotion, a considerable number availed themselves of the provisions relating to sectional examinations, and in many cases advanced a stage nearer the grade sought.

During the year, 104 teachers, pupil-teachers, and Training College students were in attendance at University lectures, 74 of whom were evening students, and 5 were attending post-graduate courses. Six of these University students took the Science Course, and the remainder the Arts Course. Twenty-four graduated—19 in Arts and 5 in Science.

One hundred and seventy-two training students underwent examination, and 12 candidates not previously employed competed for Training Scholarships. Three hundred and thirty-nine pupil-teachers and 6 ex-pupil-teachers were examined for admission to the Training College. The male and female examinees who gained the highest number of marks at the Pupil-teachers' Examination for admission to the Training College were Mr. Alan R. Chisholm, of William-street Superior Public School, with 81·6 per cent. of marks, and Miss Elsie Y. Reilly, of William-street Superior Public School, with 81·6 per cent. Each of them has been awarded the Jones' Memorial Medal.

In connection with the Teachers' Examinations for First and Second-class Certificates, the Examiner reports:—

"It is pleasing to note that the number of teachers who are qualifying for exemption from the Departmental examination in English, History, Mathematics, Latin, and French, by entering upon the Sydney University Arts Course, is increasing in a marked degree. The greater breadth of view which these teachers thereby gain must in the near future react beneficially upon the schools of the State.

"The examination at Easter, 1907, was the last conducted in accordance with the old standard. The new standard of examinations, which aims at securing increased breadth of reading on the part of candidates, will come into force with the examination session of Easter, 1908."

The results of the several examinations held during the year are shown in detail in Tables No. 19 and 19A.

Probationary Students.

During 1907 there were at the various district schools 180 probationary students in their first year (78 males and 102 females), and 103 in their second year (46 males and 57 females). Of these second-year students, 90 passed the examination held in December for entrance to the Training College. At present, however, the majority of places available has been assigned to Pupil-teachers, it being

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being considered that they have the first claim upon the Department in this matter. The number of Pupil-teachers employed is rapidly diminishing—last year it fell from 759 to 634—and in future most of the places in the Training College will be available to probationary students. Those who do not enter the Training College during the ensuing year will be eligible for employment as Junior Assistants, in which capacity they will, when appointed, receive salaries of £60 and £72 for the first and second years respectively in the case of males, and £40 and £60 in the case of females. A further opportunity will be provided for them in two years' time to again compete for entrance to the Training College, where a set of scholarships will be reserved specially for them.

As regards the probationary students who were examined for training at the completion of their Second Year's Course, the Examiner states that, taken as a whole, their papers exhibited a better all-round grasp of their subjects than was evidenced in the case of Pupil-teachers and outside candidates. This result is largely attributable to the fact that the studies of the probationary students were not interrupted by the strain of continuous teaching-work.

A competitive examination of candidates for admission to district schools as probationary students was held in October, when 387 candidates (101 males and 286 females) presented themselves. Of these, 126 came from the Metropolitan District, 43 from Newcastle, and 218 from 49 country centres.

Issue of New Regulations to Teachers.

In November, new regulations were issued dealing with the classification of schools, and with the training, examination, classification, transfer, promotion, and salaries of teachers The necessity for these regulations had arisen, in the first place, from the need for increasing the remuneration of many teachers in the service, and, in the second place, from the fact that a scheme of classification of schools and teachers which in past years was satisfactory, now presented, with a larger service and more widely extended system, many anomalies that needed to be rectified. With reference to teachers' salaries, the new scheme provided for:—

(1) The allocation of, approximately, £50,000 as increases to teachers whose salaries did not exceed £200.

(2) The grading of salary—1st, according to the importance of the position to be filled; and 2nd, according to the efficiency of the teacher.

(3) A reasonable salary combined with opportunities of advancement to teachers who were in the lowest ranks of the Service.

(4) Such conditions as would be an incentive to the teacher to increase his efficiency.

(5) A reasonable remuneration to those teachers who, possessing special attainments or skill, were appointed to positions where such special qualifications are required.

(6)

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(6) Such safeguards as would prevent an inflation of public expenditure beyond what was warranted by the service to be rendered.

Two provisions in the scheme were designed to secure greater stability in the classification of schools, namely, the grouping of schools into seven classes instead of eleven as heretofore, and the fixing of a maximum number of schools in each class. The relation of the new to the old classification is shown in Statistical Tables Nos. 2 and 6. The maximum number of schools in each class to begin with is: I, 60; II, 50; III, 85; IV, 384; V, 620; VI, 510. This quota for each school will be maintained until the total enrolment reaches 220,000. Last year it was 209,229, and the number of schools in each class was: I, 56; II, 48; III, 83; IV, 377; V, 593; VI, 477; VII, 1,016.

To each class of school, a range of salaries has been attached, and the teacher in charge is paid the salary attached to his certificate within that range. Thus a teacher's opportunities of promotion depend not only on the promotion of the school, but also on the improvement of his qualifications.

Many other important provisions are contained in the regulations, which cover in their entirety all the conditions under which teachers are employed in the schools of the State. While their work has been more adequately recompensed, and the prospects of progressively efficient teachers improved, such provisions are made as will secure to the State a more effective teaching service.

Technical and Scientific Education.

The year has been one of steady advance in matters relating to technical education. Figures taken from Statistical Table No. 38, show that during the year the number of Technical Classes in operation throughout the State increased from 654 to 718. This increase was particularly noticeable in the country districts, where the classes in 1907 numbered 367 as against 294 in 1906. The total enrolments in all classes increased from 15,594 to 17,662, and the amount of fees received from students was £13,046 in 1907, as against £11,007 in 1906.

There were 5,512 students examined, of whom 73 per cent. passed.

The number of individuals who attended the Sydney Technical College classes for 1907 was 4,711, as against 4,037 for the previous year. Of this number 103 were pupils of the Boys' High School and other Public Schools. Many of the students were enrolled for more than one class. The aggregate enrolment was 7,067, including 129 for the School Classes.

Introduction of a scheme of Continuation Schools.—In view of the important part agriculture has to play in the development of Australia, it was decided to afford increased educational facilities for the training of lads for agricultural occupations. With this object an Agricultural Continuation School was opened at Easter, 1907, at Hurlstone,

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Hurlstone, near Sydney. Students are enrolled at the age of 14, after furnishing satisfactory evidence of having completed the primary course, and while their general education is continued, they receive special tuition in elementary science and a thorough grounding in the theory and practice of agriculture. The success of the Hurlstone Continuation School has been marked, the attendance having increased during the year from 7 to 50 pupils.

At the Goulburn Technical College a Continuation School has been established, affording instruction in subjects bearing upon the staple industries of the district, namely, sheep, wool, and agriculture. Newcastle is making preparations for establishing a Continuation School in Electrical Engineering and Coal-mining, and with this end in view considerable additions to the present Technical School in Blane-street are now in contemplation. At Broken Hill a complete course of instruction adapted to meet the special needs of the locality is under consideration. Under this scheme pupils from the Public School may proceed to the District School, and subsequently those intending to follow industrial pursuits may pass on to the Technical College, which it is proposed to fully equip and staff as a School of Mines.

Expansion of work at the Sydney Technical College.—The new suite of rooms in course of erection for students in the Architectural Classes was, at the close of the year, approaching completion.

During 1907 a Training College in Domestic Science was instituted to prepare teachers for appointments in the Primary Schools and Technical Colleges. The old buildings proving inadequate, new premises have been provided, which will be ready for occupation early in the forthcoming year. These additions will also include rooms for the Dressmaking and Millinery Classes.

The question of increasing the accommodation to provide for students seeking admission to the Mechanical Engineering Workshops and the Sheep and Wool Classes is at present under consideration. For the latter classes, temporary premises have been secured at the Haymarket, and no applicants will therefore be debarred from attendance.

Scholarships and Bursaries.—A scheme of Scholarships for Students of Technical Colleges has been formulated, which provides for the admission of students from the remotest Public Schools through the Continuation Schools to the Technical Schools, and thence into special fields of research.

Day Engineering Classes.—The following students passed the final examinations of the three years' course of the Day Classes in Electrical Engineering, and became entitled to the College Diploma :—

Honors Grade.—Evan P. Taylor.

First Grade.—Ashley Plowman, Cleon Dennis, and Samuel Elyard.

Second Grade.—Jack Charles Evans and Cyril Singleton.

Sydney College Library.—The number of books in the Library increased during the year from 3,916 to 4,234, and the bound periodicals from 1,110 to 1,140.

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Hobart Technical School.—The arrangements made for the examination of students of this institution were continued, and 76 were examined in Building Construction, Carpentry, Drawing, Modelling, Plumbing, Architecture, Wood-carving, Mathematics, and Shorthand. Of these, 73 per cent. of the examinees were successful, and received Sydney College certificates.

Further particulars in regard to Technical Education will be found in the Superintendent's Report.

Technical Education in Public Schools.

Science Classes were in operation at three Centres, viz., Broken Hill, Bathurst, and Goulburn. The total enrolment for three classes was 231.

Manual Training.—Thirteen workshops were in existence in 1907, which afforded instruction to the pupils of 62 schools. The total enrolment of these classes, including students in training, was 1,599. Of these 543 presented themselves for examination, and 305 passed.

Cookery.—The number of schools in operation in 1907 was 20, with an enrolment of 2,109 pupils.

Shorthand classes were in operation at 32 Public Schools. The total enrolment at these classes was 470.

Elocution was taught at 60 Public Schools to 1,277 pupils, and at the Sydney Technical College.

Typewriting classes were in operation at 16 Public Schools. The total enrolment at these classes was 339.

Art Drawing Classes were in operation at 3 Public Schools. The total enrolment at these classes was 79. Pupils from the Sydney High School attend at the Sydney Technical College for these subjects. The enrolment was 35.

Chip Carving.—This subject was taught at 3 Public Schools, the enrolment being 68.

Book-keeping Classes were in operation at 2 Public Schools. The total enrolment at these classes was 35.

Dressmaking.—A class was held at Chatswood Public School, and the enrolment was 31.

Instruction in Drawing.—In July arrangements were made for courses of lectures to teachers in Blackboard Drawing, Brushwork, and Modelling. The lectures were given at the Girls' High School by the Superintendent and Assistant Superintendent of Drawing. A course of lessons was at the same time given at the Newtown Superior Public School by Mr. R. Anderson. Instructions to country teachers in Drawing was also included in the Summer School course held during the midsummer vacation.

Technological Museums.

The development of the Museums has progressed steadily during the year. The value of their contents continues to increase, and the collection now forms a valuable national asset of commercial products.

In

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In the Sydney Technological Museum, a new section was added, namely, that of Naval Architecture, and a loan collection on exhibition during December created considerable public interest. Much reorganisation and reclassification has also been undertaken in other departments, and the exhibits look very much better for their new setting. Especially is this noticeable in a new court devoted to the building and ornamental stones of this State. Mention may be made of handsome specimens of grey and red granite from Trial Bay, crinoidal marble from Nemingha, and delicately marked marble from the recently discovered deposit at Narrabri.

Exhibits, Donations, &c.—During the year, 2,424 specimens were added to the collections (exclusive of Herbarium specimens), many of these being of exceptional interest.

The following is a tabulation of the specimens added to the Museum's collections for the year 1907 :—

Presented	776
Collected	1,092
Purchased	162
Exchanges...	148
Loans	223
Transferred from Technical College	23

Assistance to Public Schools in Nature Study.—Over 2,178 specimens were named and classified, and 2,300 specimens were supplied to 173 public schools for the purpose of assisting teachers in the formation of School Museums.

Scientific Research Work.—A considerable amount of work was done during the year on the Economics of the Australian Pines, and it is intended to publish the results of the research in book form.

The original papers published were :—

By the Curator :—

1. "Probable uses of Eucalyptus Oils in Dentistry," read before the Australasian Dentists' Congress.
2. "Validity of specific rank of Callitris Morrisonii," Royal Society of Victoria.

Conjointly by the Curator and Assistant Curator :—

1. "The Australian Melaleucas and their Essential Oils," Part II, Proc. Roy. Soc., N.S.W., 1907.

By the Assistant Curator :—

1. "Recent work on the Eucalypts" (Jour. Loc. Chem. Ind., Aug., 1907), a paper which was reproduced in full in the *Scientific American.*

International Exhibitions.—During the year, diplomas of five gold medals, a special award, and a silver medal were received from the Christchurch Exhibition, New Zealand, for exhibits shown from this Museum in the New South Wales Court. Steps were also taken to prepare an exhibit for the Franco-British Exhibition to be held in London during the forthcoming year.

Visitors.

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Visitors.—The number of visitors to the Technological Museums, both in Sydney and country centres, for the year, is shown hereunder:—

Sydney.	
Week-days	41,521
Sundays	37,669
Country.	
Bathurst	35,733
Newcastle	32,296
Goulburn...	23,681
West Maitland	20,419
Albury	12,150

Public School Savings Banks.

Six hundred and sixty-eight Banks were in existence at the beginning of the year; fifteen new ones were established, and two were closed, leaving 681 in operation on 31st December. The credit balance brought forward from 1906 was £8,788 10s. 8d., and at the end of the year it amounted to £10,042 16s. 5d., showing an increase of £1,254 5s. 9d.

The deposits and withdrawals during the year amounted to £24,662 14s. 2d. and £23,408 8s. 5d, respectively, the former showing an increase on the previous year's transactions of £6,143 6s. 11d., and the latter an increase of £2,899 14s. 4d. The amount withdrawn for deposit to the credit of pupils in the Government Savings Bank was £5,641 16s. 10d., as compared with £4,231 12s. 8d. in 1906. The amount of interest accrued to the 31st December last was £608 7s. 7d. The estimated number of depositors is 55,000.

Since the establishment of these Banks in 1887 the deposits have totalled £303,030 13s. 6d., and the withdrawals £292,987 17s. 1d. Of this latter sum, £72,720 10s. 6d. was withdrawn for the purpose of being placed to the credit of children's own accounts in the Government Savings Bank. A statement of the general accounts since the establishment of these Banks is contained in Statistical Table No. 26.

Medical Inspection of Schools.

During the year arrangements were made for the periodical medical inspection of schools in the Metropolitan and Newcastle Districts. Two Medical Inspecting Officers were appointed—Dr. Reuter E. Roth for the Metropolitan District, and Dr. May Harris for the Newcastle District. The Medical Inspectors made regular visits to the schools and reported upon their hygienic condition as regards light, ventilation, and drainage. They also medically examined children who appeared to be physically or mentally defective, or who exhibited signs of certain ailments or defects such as open-mouthed breathing, continuous discharge from the nose, discharge from the ears, skin affections, sore throat, stooping shoulders, stiffness and pains in joints, lumps in the neck, walking lame or with a limp, parasites on the head. Care was taken, however, to ascertain whether the parent or guardian had any objection to the child's medical examination; but in very few instances was any such objection found to exist.

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Up to the end of the year there were about 1,500 cases in metropolitan schools where medical treatment had been advised by the Medical Inspector. Of these cases by far the majority consisted of defective eyesight and nasal obstruction. In addition to such cases many more pupils were found defective, but as they were already under the care of medical men or wore suitable glasses, the parents were not notified. From a return obtained at the end of the year it appears that about 20 per cent. of the children who received notices from the Doctor acted upon them. There is good reason to think, however, that many more have since done so. The cost of medical attendance operates in many cases as a deterrent, and a suggestion has been made that arrangements be entered into with the local hospitals to attend to such defective children as out-patients where the parents are not in a position to pay a medical man.

During Dr. Roth's absence in Europe at the International Congress of School Hygiene, the medical inspection in the Metropolitan District was carried out by Dr. G. Lane-Mullins.

Anthropometric Survey of Public School Children.

In connection with the medical inspection of schools, an anthropometric survey of public school children was initiated in May, 1907. The survey is being taken in Sydney and in various country districts presenting climatic, social, and physiographical differences, among which may be mentioned Bourke, Broken Hill, Cobar, Dubbo, Goulburn, Hay, Maitland, Moss Vale, Narrandera, Newcastle, Wagga Wagga, and Young. It is not practicable nor is it necessary to extend the survey to all schools, but the results obtained from those examined may be accepted as typical of the height, weight, and vision of New South Wales children. The work is being done mainly by the teachers, and by the time the scheme has been twelve months in operation, upwards of 30,000 records will have been received. These records are now being tabulated, and the work of compiling statistical analyses is well in hand. The physical development of the children is being considered in connection with their mental progress, and some results of a very interesting nature have already been obtained. These results will be published by the Department when the scheme has completed its first year of operation, and it is proposed, thereafter, to make the information available to the public from year to year.

School Agriculture.

Good progress was made during 1907 in the work of imparting instruction in the elementary scientific principles of Agriculture, Horticulture, Floriculture, and Arboriculture to teachers and pupils.

The instructor in agriculture reports that 380 schools in metropolitan and country districts were visited, when addresses and practical demonstrations were given on the value, need, and advantages of agriculture. A number of evening lectures, illustrated by lantern views, were also given in country districts under the auspices of the local Parents' and Citizens' Associations. As a result of these efforts good effects are discernible, not only in the school grounds but also in the home surroundings of pupils. It

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It is not the desire of the Department that a large area or farm should be cultivated at every country school. Such cultivations are apt in many cases to become unduly burdensome to both teachers and pupils, and they must necessarily encroach upon the available playground area. Almost all teachers, where climate and soil suit, can manage a small school garden as an educational agency; they can make it contribute to the nature study of the school-room, and to the beautifying of the school surroundings; they can use it to give children a love of flowers; they can make it illustrate elementary principles with which they are themselves well acquainted, while an attempt to use it as a small school-farm would result in failure. The effort of the teacher to do what he can do well will be much more effective than more ambitious efforts which go beyond his powers, and such effort is more appreciated both by the parents and by the Department.

On the other hand, teachers whose knowledge and experience enable them to extend the scope of the instruction have the opportunity to do so, provided that the place of this instruction in a school-course is preserved.

At the Royal Agricultural Society's Show at Easter, exhibits showing products from school gardens in widely varying climates proved very interesting from an educational standpoint. During the year seeds were supplied by the Agricultural Department for experimental purposes, and a number of young trees were obtained from the Botanic Gardens.

Agricultural Scholarships.

With a view to stimulating higher agricultural education, the proprietors of the *Sydney Morning Herald* and the *Sydney Mail* decided during 1907 to offer annually a scholarship, which will entitle its holders to two years' free tuition and board and lodging at the Hawkesbury Agricultural College. These scholarships will be each worth £40 a year, and will be open to all lads in the State whose parents reside outside the metropolitan area. As the education and maintenance fee at the college is £25, the scholarships are intended to cover incidental expenses incurred by the successful students during their course.

At the examination held in December, only six candidates presented themselves—the shortness of the notice, and the uncertainty in many quarters as to the character of the literary test to be undergone being responsible, doubtless, for the small number of candidates. The successful competitor was Philip Lisle Daniel, a pupil of the Hurlstone Agricultural School.

Judging from the number of inquiries since made as to the date and scope of the nextexamination, it seems likely that the public-spirited action of the donors of the *Herald* and *Mail* scholarships will in 1908 result in a keen competition among our youths contemplating an agricultural career.

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Rural Camp Schools for City Boys.

Rural Camp Schools for City Boys were inaugurated in October, 1906, and the results achieved up to date may be regarded as satisfactory. These Camps provide a means of giving City school pupils a glimpse of country life in its varied aspects, and the results to be expected are in the main such as will tend to bring these boys into touch with the conditions of husbandry throughout the State. As closer settlement proceeds, the efforts of this Department in maintaining these Rural Camp Schools as a regular introduction to country life, and in imparting scientific instruction at moderate rates at the Agricultural Continuation Schools, will undoubtedly prove of material benefit to the State in a much needed direction.

During 1907, Camps were held at Berry and at Richmond, and, in regard to the latter, the thanks of the Department are due to Mr. Potts and the staff of the Hawkesbury Agricultural College for the manner in which they afforded assistance and instruction to the lads, both by practical demonstrations and lectures.

Summarising the work done by these Camp Schools, it may be said that since their inception they have been attended by 1,700 boys and 144 teachers. Under suitable guidance, therefore, a number of city lads have become familiar with the rich farms and vineyards in the Hunter River Valley, and have come into contact with the producers of that fertile district. Others have visited holdings on the South Coast, and have gained impressions of its milking industry, its stock-breeding, and its farming generally. Others, again, have learned something in the Richmond orchards respecting the cultivation of fruit trees, and the ceaseless care and attention needed to avoid insect pests and other detrimental influences.

It is intended to continue the Camps from year to year, the proposal being to hold one in the Spring and one in the Autumn.

Special Religious Instruction.

During the year the total number of visits paid to State Schools by clergymen or other religious teachers, for the purpose of imparting the special religious instruction to children of their own denomination, authorised in section 17 of the Act, was 46,473. Detailed information is given in the subjoined table :—

Denomination.	Number of visits during the year.	Number of children enrolled.
Church of England	25,661	113,226
Roman Catholic	1,100	32,674
Presbyterian	7,292	25,221
Methodist	7,654	29,970
Other denominations	4,766	15,579

Local Supervision.

Three sub-districts were formed during the year, and Public School Boards appointed thereto. The number of persons thus appointed was 17. In addition, 52 members were added to Boards already

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already in existence. The total number of Boards in operation was 326. On 63 of these, ladies to the number of 107 held seats. The resignations of 31 members were accepted, and 15 were reported as deceased, or having left the locality.

Teachers' Mutual Assurance Association.

This Association has been in existence for thirty-nine years, during which time it has done good work. Four claims were paid during the year. The average number of calls per annum up to the present time is four. This means a payment of £1 2s. 6d. for each member over 30 years of age when joining, including working expenses. The average benefit payment for the present year is over £66. This is at the rate of £1 13s. 5d. for assuring £100, or £1 5s. 7d. for those members who were under 30 years of age when joining. Taking 5 as the average number of calls for the past ten years, the cost of assuring £100 is £2 0s. 1d. During 1907, the Association was registered under the Friendly Societies Act, and it is proposed to enlarge the scope of its operations in future, and so increase its usefulness.

OTHER EDUCATIONAL INSTITUTIONS.

Information is furnished in the following summaries respecting educational establishments connected with this Department, but not carried on under the provisions of the Public Instruction Act.

The Sydney University.

One thousand one hundred and sixty-five students, including 136 women, attended lectures during 1906. The number of students admitted to matriculation was 162.

At the Senior Public Examinations 185 candidates presented themselves, and 149 passed. At the Junior Examination 804 were successful out of 1,223.

The degrees conferred during the year were 168, viz.:—M.A., 6; B.A., 69; LL.B., 7; M.D., 1; M.B., 30; Ch.M., 17; B.Sc., 11; M.E., 1; B.E., 11; B.D.S., 10; L.D.S., 5.

The University staff consisted of 15 professors and 68 lecturers and demonstrators, of whom 7 professors and 5 lecturers are paid out of the Challis Fund, and 10 teachers from the P. N. Russell Fund. There were, in addition, 2 honorary lecturers and 3 honorary demonstrators.

The year's expenditure was £50,298, of which sum £13,750 was granted by the Government; £16,662 was derived from private foundations for the payment of professorships, lectureships, scholarships, bursaries, prizes, &c., for the Fisher Library and for maintenance of the P. N. Russell School of Engineering. The total income for the year was £47,683.

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The Sydney Grammar School.

The total enrolment of pupils for 1907 was 647, of whom 182 were under and 465 over the statutory age of 14 years. 184 new pupils were admitted, 94 being under and 90 above 14 years of age. The mean quarterly enrolment was 553 and the average attendance 523.

The income and expenditure for the year were as follow :—

	£	s.	d.
Income.			
From State grants	1,500	0	0
School fees	9,621	10	0
Special prizes, &c.	146	15	0
Expenditure.			
To Ordinary Expenditure	11,560	9	5
Purchase of Sports Ground ...	3,244	2	9

The cost per pupil in average attendance was £22 2s. 1d., being 9s. 7d. in excess of that in 1906. The expense to the State was £2 17s. 4d. per head, as against £2 17s. 3d. in the previous year.

The Public Library.

At the close of the year, the Public Library, which includes the valuable collection bequeathed to the State by the late David Scott Mitchell, and known as the Mitchell Library, was re-transferred from the Treasury to the Department of Public Instruction.

The total number of volumes in the Library at the end of 1907 was 186,066. During the year new books to the number of 7,357 were added, 14,027 books were sent out on loan to country libraries, 2,393 books to 40 branches of the Public School Teachers' Association, and 1,121 to 14 lighthouses. 159,469 persons visited the reading-rooms, 263,900 the newspaper-room, and 102,318 visits were paid to the Lending Branch. The total number of visits, therefore, paid to the Institution during the year was 525,687.

Forty-two persons were employed on the Staff of the Institution. The expenditure for the year was :—

	£	s.	d.
On buildings, repairs, &c. (under Government Architect) ...	45	13	6
On books, periodicals, newspapers, binding	1,769	11	0
On salaries	6,024	19	9
On maintenance	1,399	8	1

The Observatory.

Astronomical Work.—The observations taken comprised 1,141 zone stars, 641 clock stars, 204 azimuth stars, and 414 determinations of collimation and azimuths. All computations for these are in a forward condition. At the Red Hill Observatory, owing to repairs and alterations, photographic results have not been as satisfactory in number as in previous years, but the quality of the work has been maintained. The plates taken included 110 chart plates and 3 catalogue plates. The measurement of star plates, jointly undertaken by this State and Victoria, has been carried on vigorously.

During

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During the year 80 earth tremors were recorded on the seismograph.

The daily time-ball service at Sydney and Newcastle has been satisfactorily maintained.

Meteorology.—Weather charts and forecasts have been issued twice a day as formerly. The work is expanding, and the chart has been entirely re-modelled and improved. The rain chart has also been very much improved. Much interest is shown by the public in both services. 22,000 weather charts and 5,000 rain charts have been published and distributed. 300 copies of publications have been distributed. The Library received, by way of exchange, 750 books and pamphlets, being 300 copies less than the number received during the previous year.

The Observatory was visited by 1,302 persons during the afternoons and evenings on which it was open to the public.

The Staff numbered 16 persons, in addition to the Government Astronomer.

The expenditure for 1907 was:—	£	s.	d.
For Salaries and allowances... ...	3,566	5	11
Maintenance	711	1	4
	£4,277	7	3

being £17 18s. 7d. less than for the year 1906.

Owing to an official announcement that the site of the Observatory was required for other purposes, an advisory committee was appointed in May to act with the Government Astronomer in the choice of another site. The one selected was on or near the Canoblas Mountain in the vicinity of Orange, a site which commended itself as furnishing clearness of definition, freedom from artificial lights and from electrical and other disturbances. Pending federal action as to the transfer of Observatories, the report of the advisory committee has not been acted upon.

[Since the close of the period dealt with in this Report the State has lost, by the lamented death of Mr. H. A. Lenehan, F.R.A.S., an able and conscientious officer, one who, in his position of Government Astronomer, during the years he was in charge of the Observatory, rendered valuable service to the cause of Science. I desire to place on record my sense of regret at Mr. Lenehan's death.]

National Art Gallery.

During the year 260,882 visits to the Gallery were registered.

The "Wynne Bequest" annual prize was awarded to Mr. G. W. L. Hirst for a piece of sculpture; the value of the prize being £37 15s. 3d.

Seven persons were permanently employed, with the addition of a temporary attendant and night watchman, and two extra assistants on Sundays and holidays.

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The following is a statement of the year's expenditure:—

	£	s.	d.
For works of art purchased from New Zealand and other Exhibitions...	3,493	0	0
For maintenance (insurances, general expenses, &c.)	978	0	0
For salaries	1,476	0	0
For wages (from Maintenance Vote)	552	0	0
Total	£6,499	0	0

The Australian Museum.

The number of visitors to the Museum was—On week-days, 139,272; on Sundays, 33,178; total, 172,450. The average attendance throughout the year was—on week-days, 528; on Sundays, 638. The largest attendance on any one day occurred on the 7th October, when 2,801 persons entered the building. Thirty-one persons were employed on the Staff of the Institution. The Trustees report that the year's expenditure was as given below:—

	£	s.	d.
On salaries and allowances	5,560	4	6
On specimens (purchase, collection, and carriage)	906	15	2
On books and binding	585	8	0
On catalogues and publications ...	588	17	0
On cases, bottles, and receptacles ...	141	19	8
Miscellaneous...	553	16	10
	£8,337	1	2

The Number of Specimens acquired during 1907 was:—

By Donation	9,571
Exchange	1,363
Purchase	5,558
Collection	514
Total	17,006

The Museum Library contains many valuable books. The additions numbered 987 volumes, besides unbound periodicals and pamphlets.

The Museum publications issued during the year were:—

"Records of the Australian Museum," Vol. VI, Parts 4 and 5. "Australian Museum Memoirs," IV ("Thetis" Expedition Reports), Part 10. Special Catalogue No. 1, "Nests and Eggs, &c.," Vol. II, Part 2.

The Trustees have established a series of lectures, or gallery demonstrations, by members of the Museum Staff, for the benefit of school teachers. These are held in the Museum monthly, on Saturday forenoons. Students and Pupils of Public or Private Schools and Colleges are admitted by arrangement on Monday afternoons, and, if the Curator is informed beforehand, facilities for study are given.

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New South Wales Institution for the Deaf and Dumb and the Blind.

The number of inmates for the year 1907 was 126, as compared with 98 for 1906. Of these 95 were under and 31 over 14 years of age. The new admissions were 41, of whom 39 were under and 2 were over 14 years. Eight inmates were discharged—2 being under and 6 over 14 years.

The income of the Institution was £5,914 17s. 7d., including legacies to the amount of £163 16s. 8d., of which amount £143 16s. 8d. was placed to the credit of the Perpetual Subscribers' Fund.

The following statement shows the income:—

	£	s.	d.
From State grants	450	0	0
Other sources...	5,464	17	7

The expenditure for the year was:—

	£	s.	d.
For Maintenance	2,563	16	1
Salaries and wages	2,317	15	4

The number of teachers employed was 13, and the average cost per pupil £43 4s., as against £51 17s. 9d. for 1906.

Nautical School-ship "Sobraon."

In this Institution 569 boys were enrolled, 428 of these being under and 141 over 14 years of age. The new admissions numbered 142, of whom 81 were below and 61 above the age stated. The number discharged was 195, made up as follows:—

For apprenticeship	16
On attaining 18 years of age	25
Transferred to Boarding-out Officer	13
Discharged to mercantile marine service ...	97
By order of the Governor-in-Council	41
Transferred to Carpenterian Reformatory ...	3

Three hundred and fifty-two boys remained on the "Sobraon" at the end of the year. As compared with 1906 a decrease of 1 is shown in the enrolment, an increase of 27 in the discharges, and a decrease of 1 in the number of new admissions.

The total expenditure was £12,511 5s. 4d., viz.:—

	£	s.	d.
For maintenance	9,510	7	6
For salaries	3,000	17	10
	£12,511	5	4
Deducting parents' contributions to the Treasury	366	18	4
Net cost to the State ...	£12,144	7	0

Calculated on the net expenditure, the cost to the State per head of the enrolment was £21 6s. 1d., as compared with £16 11s. 4d. for 1906.

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Industrial School for Girls, Parramatta.

The enrolment for the year was 149, of whom 25 were under and 124 above the age of 14. Fifty-seven admissions were made during the year. Of these, 38 girls were committed from various Children's Courts; 9 were transferred to this institution from the State Children's Relief Department, and 10 were apprentices returned for misconduct or other reasons to the institution.

Of 47 girls new to the institution, 18 were under, and 29 over the age of 14.

Seventy girls were discharged during the year as follows:—

To the Boarding-out Officer	25
As Apprentices	29
On attaining the age of 18 years	9
By order of the Governor-in-Council	7
	70

The 25 girls transferred to the care of the Boarding-out Officer were in all cases young children likely to do well under the Boarding-out system. Three were placed with their parents, being virtually released on probation.

The number remaining in the Institution on the 31st December was 87, and the number of apprentices under control was 28.

Compared with 1906 there was an increase of 1 in the enrolment, and a decrease of 4 in the number of girls admitted. The daily average was 90 for 1907, as compared with 83 for 1903.

The expenditure for the year was:—

	£	s.	d.
For maintenance and contingencies ...	1,488	12	2
For salaries	1,372	4	7
	£2,860	16	9

Calculated on the enrolment for the year, after allowing for an amount of £121 12s. 3d. contributed by parents towards maintenance, and a sum of £8 derived from the sale of a cow and a calf, the cost per inmate was £18 6s. 7d., as compared with £17 16s. 4d. for the previous year. Calculated on the daily average the cost per inmate was £30 6s. 11d., as compared with £31 15s. 4d. for the previous year.

The Superintendent reports:—"The health of the inmates has been excellent during 1907. Despite the fact that the winter and spring months established almost a record for sickness in Parramatta—influenza, whooping-cough, measles, scarlet fever, and diphtheria being very prevalent, beyond a few light cases of influenza, the inmates enjoyed perfect immunity from all epidemics. The period was, however, for me a most anxious one, and necessitated the utmost watchfulness.

"The conduct, generally speaking, was very satisfactory.

"The staff take a keen interest in the welfare of the girls, and none would be readier to admit this than the inmates themselves. Before being discharged, every girl receives a good general domestic training,

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training, and this must prove beneficial to them whatever may be their future lot in life. The object ever kept in view is the production of good useful women. All that training and good influences can do in the way of eradicating the mistakes of the past is attempted, and it is sincerely believed that this institution has succeeded in turning into reputable citizens a large proportion of girls who would otherwise inevitably have gone to swell the ranks of our criminal population. When the importance of this work and the benefit to the States are considered, the cost of maintaining the institution is small."

Carpenterian Reformatory.

At this Institution the enrolment for the year was 174—52 of the inmates being under and 122 over 14 years of age. The new admissions numbered 49, while 82 were discharged:—

By order of Governor-in-Council	11
By expiry of time	57
By transfer to "Sobraon"	8
By transfer to State Children's Relief Department	4
Apprenticed	2
	82

The Superintendent reports:—

"Of the 739 boys passing through the Institution, actual figures show 19 failures only, or a proportion of 2·5 per cent.

"The general conduct of the inmates has been very satisfactory, and a good moral tone prevails.

"I have to place on record my appreciation of the services of the honorary Chaplains, viz.:—Rev. J. H. Mullins (C.E.), Rev. Father Fleming (R.C.), and of the honorary Dentists, Messrs. Maxwell and Gould."

Industrial work was carried out to the value of £2,384 4s. 10d.

The net expenditure in connection with this Reformatory was £2,413 9s. 8d., as against £2,688 19s. 5d. in 1906. Calculated on the year's enrolment, the cost to the State per head was £14 8s. 10d.

Plan of Report.

The Plan of this Report has been somewhat modified from that of previous years. Extracts from Reports furnished by the School Inspectors and Special Instructors, which are usually included, have been published this year, in the "Public Instruction Gazette," an official publication which is issued monthly to all Schools under this Department, and is proving increasingly helpful to Teachers.

The Reports of the Under Secretary and Director, the Chief Inspector, the Principal of the Teachers' Training College, and the Superintendent of Technical Education follow in proper sequence, the whole being completed by the usual Tables of Statistics.

J. A. HOGUE,
Minister of Public Instruction.

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REPORT OF THE DIRECTOR OF EDUCATION.

I PROPOSE in this year's report to briefly summarise the work of the past three years, and to treat of one or two of the phases of educational organisation that are awaiting further attention.

During the three years that have now elapsed since the re-organisation of the work of the Department commenced, almost every section of the system of public instruction, so far as primary education is concerned, has come under review and has been recast. The course of instruction in primary and higher primary schools previously existing has been entirely replaced by courses based on a more modern conception of primary school methods and needs. The work of the school has been made to contribute more effectively to the equipment of the pupils for the practical business of life, and especially to give a trend of interest towards the productive activities for which the State provides opportunities. A scheme for the adequate training of teachers has been soundly established, and the pupil-teacher is being gradually displaced by the teacher whose education has been carried to a satisfactory standard before he begins to teach. Provision has been made for the more advanced education of children in country centres by the establishment of District Schools. The provisions for carrying educational facilities to children in remote localities have been made sufficiently liberal to embrace almost every family in the State. The Scholarship and Bursary System has been extended not only to afford increased opportunities for the brightest children to get higher education, but also to bring these opportunities within the reach of the children of the smallest schools. The salaries of teachers have been revised so as to increase materially the remuneration of the large number of teachers who must necessarily occupy the small schools in the State, while at the same time increasing the opportunities of advancement to the most proficient teachers in the Service and providing for all a payment for qualifications as well as position. New regulations have been brought into operation to govern the classification and promotion of teachers so as to assign to both efficiency and length of service a due proportion in the estimate of a teacher's claims to promotion. The examinations of teachers have been re-organised with the object of making the study necessary for the examination a means of culture to the teacher, and a help to him in his school work. The improvement of school buildings, to provide better methods of seating, lighting, and ventilation, has been undertaken. The medical inspection of schools has been initiated in Sydney and Newcastle, and steps have been taken to ascertain, for comparative purposes, data as to the physical development of children within the State.* Measures have been adopted within the most thickly-populated areas to improve the school attendance, as far as the inadequate provisions of the law will admit, by the appointment of attendance officers. A closer co-operation and a deeper interest in the schools on the part of parents have been fostered with the object of giving a better knowledge of the methods and aims of the school work.

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* The first results of this investigation will be made available before the close of this year (1908).

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Some of the reforms noted in this summary are yet in their initial stages, and so far have involved a comparatively small increase in the State expenditure on education. There can, however, be no doubt that with the steady growth of population, the present rate of expenditure, which does not exceed 11s. per annum per unit of the population, will be insufficient to meet the needs of a State system of education. The demand for teachers of high qualifications, the provision of means of instruction for the most isolated families, the supply of modern apparatus for teaching in both the lower and higher grades, and the erection of school premises that provide both hygienic conditions and reasonable comfort, will involve an increase of cost in future.

The reforms that have been effected during the past three years have laid the foundation for a system of primary education that is capable of development and adaptation in future. In many respects the growth from these beginnings must be gradual. Financial considerations make it necessary that the improvement of defective school buildings shall be the work of years. The complete equipment of schools with the material requirements of modern methods of teaching must be effected gradually. The re-organised Training College will reinforce the school staffs with trained teachers by the regular annual output of its students. With the increase in the proportion of fully trained teachers there will arise the need for modification in the courses of instruction. This will be especially the case with those portions of the work that lie nearest to the end of the school course of the average pupil. The special needs of those who leave school at the age of 15 will call for an element of specialisation in the school occupations of the higher classes, and the assigning of some more definite goal on which the pupil can focus his work.

Secondary Education.

An endeavour was made during the past year to bring about a better organisation of Secondary Education within the State by the preparation of a Bill for the registration of teachers of secondary schools. This Bill was prepared by the Association of Teachers of Secondary Schools, and was laid before the Minister for his consideration. It was referred by him to a committee representative of the Teachers' Association, the University, and the Department, but owing to various circumstances mainly connected with the somewhat unsuccessful working of legislation with a similar purpose elsewhere, no further advance was made. In the light of the experience of other countries, it is doubtful whether any Bill that has for its main object the registration of teachers, as distinct from the registration of schools, will either prove to be workable or secure the public benefit which should be the chief aim of such legislation.

It has been recognised that while the State system embraces within its operations 80 per cent. of the educational work of the State, and is likely to continue to do so, there will always remain schools of different types, which for one reason or another will exist to satisfy various demands that cannot be met by a State organisation. It has also to be recognised that these schools must be maintained without aid

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from the State. The essential point is that, while the principle of the legitimate individual liberty of these schools is not infringed, there should be means by which guarantees of their efficiency may be given, and the co-ordination of higher education which those that are of secondary type represent, may be secured.

At present there is no co-ordination between the various institutions devoted to higher education. The secondary schools, the higher technical schools, and the University stand in no definite relation to one another. It is admitted on the one hand that the University is called upon to do work that should be done by the student during his attendance at the Secondary School, while on the other hand the Secondary Schools stand as so many independent units unrelated to one another, and related to the University only by means of the examinations which the University holds.

Any consideration of the Secondary Schools of the State must take into account the fact that at present the work of these schools is largely determined by external examinations, which practically dominate the school programmes, and produce those results which in all countries are recognised as injurious to the interests of real education. The University demands, for matriculation, an examination which is rigid in its limitations, and imposes upon the higher work of the secondary schools a corresponding restriction of the courses of study. The Junior and Senior examinations have outlived the period of their greatest usefulness, but their continuance is a necessity till some better tests are instituted in their place. In the absence of any organisation of secondary schools, the external examination, with its prescriptive standard, must retain its influence on the schools. Without organisation, too, there are no means by which the range of secondary school work can be extended to meet University needs, nor any means by which a clearly defined aim may be placed before students whose higher education leads to other than a University career.

The question then arises, whether without legislative enactment to give effect to the whole need of the situation, any other course is available that will secure many of the advantages of organisation without restricting the legitimate liberty of non-State institutions, but at the same time maintaining the State policy with regard to public education. Such an alternative appears to be practicable. Voluntary organisation and co-operation undertaken with a full sense of the educational ends to be gained might not only accomplish much, but might accomplish what legislative enactment would fail in securing. Such a voluntary organisation would require the constitution of a council, representative of the various educational interests concerned, the University, the Department of Public Instruction, and the independent secondary schools. A council representative of these three sections might well be expected to exercise such a directing influence on secondary education, generally, as would bring into a connected and organic whole what are now separate and and unco-ordinated parts.

Among the functions which the council might undertake are the following:—to determine conditions of secondary school efficiency, and to

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to register schools complying with those conditions; to bring about the co-ordination of the curricula of the schools with the requirements of the University, or with the needs of a non-academic career; to place the examination as an educational agency in its right relation to the work of the school; and to establish a standard of qualifications for teachers employed in efficient secondary schools.

These are points in which the co-operation of all the educational forces of the State is desirable, and they indicate possibilities well within the reach of a voluntary organisation. In the matter of examinations, alone, an important reform is awaiting. A substitute for the Matriculation and Senior examination is needed. The system of accrediting schools by the University has little to commend it. At the same time there is need for a definition of a standard of efficiency for schools which pass their students to the University, and of a standard of attainments which students who have passed through the school course should reach. Such evidence of qualification as is furnished by the Leaving Certificate in England and Scotland would supply the necessary guarantee of a student's proficiency, as well as a definite aim for the work of the schools.

In order that a Leaving Certificate should have its legitimate value both for the University and for the public who seek for evidence of attainments, some authority is necessary to determine the sufficiency of courses of study, and the standard of attainments to be reached at the termination of various courses. Such an authority might be found in the council proposed.

Certainly without legislative enactment the council would have to depend upon its own corporate influence to secure its ends, but constituted as is proposed, it could scarcely fail to make itself felt in every department of higher education, and to bring about improvements which are often felt to be necessary, but which, through lack of organisation, there are at present no means of effecting.

In the absence of an organisation that will embrace all the higher schools within the State, it should be the object of the Department to bring about the application of the aims and objects above stated to the higher schools under its own control.

The institution of a Leaving Certificate for fully completed Secondary courses, and a higher Primary Certificate for the completion of a two-years' course, would supply a much-needed evidence of definite qualifications as the result of the school course. Evidence of this kind is demanded by both parents and employers, and their demand is perfectly justifiable. It cannot be supplied by examinations which are independent of the school, have no organic connection with the school programme, and are attended by only a few of the school pupils. The Leaving Certificate would furnish to the parent and employer the needed guarantee, and to the student himself, a goal to which he could direct his work, if it were gained upon an examination which followed, naturally, upon courses of study that had been systematically organised, giving evidence

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not merely of certain attainments, but also—what is of primary importance—of a liberal and well-developed scheme of training for a definite purpose. A certificate of this kind would admit of and provide for that degree of specialisation in the three main directions, professional or academic, commercial and industrial, which is essential if the boy's career at school is to escape the waste of effort that comes from a lack of a clear purpose in his lines of study.

At present boys and girls pass from the highest class of the Primary School into the higher primary classes of the Superior Public School, but in a very large number of cases their attendance in these higher classes is regarded simply as a means of occupying time until an opening for employment occurs. Under these circumstances their work lacks the stimulus that comes from a specific object for which to strive. A Higher Primary Certificate made available at the end of two-year courses of various types would lead a large majority of pupils to continue at school to complete a two-years' scheme of study, and the work of the higher classes would be saved from the ragged ends that indicate the aimlessness from which it at present suffers.

Similarly, the Leaving Certificate would be the aim of a four-years' Secondary Course. These certificates would not represent the result of an examination in any haphazard collection of subjects, but would necessitate the organisation in the schools of different schemes of study leading to a University, a commercial, or an industrial career, and would indicate not only that the scheme of study selected by the student had been satisfactorily mastered, but that the period of time necessary for its thoroughly intelligent treatment had been devoted to it.

Evening Schools.

The time has arrived when a complete organisation of Evening Schools should be undertaken. Sydney has at present 33 Evening Schools, attended by 2,058 pupils. Leeds, with a population of 456,787, had last year 5,869 enrolled in its evening schools; Halifax, with a quarter the population of Sydney, had 1,476 boys in its evening schools. Manchester, with a population slightly in advance of Sydney—637,520—had last year 7,458 boys enrolled in its First Grade Evening Continuation Schools. The small number attending at evening schools at Sydney cannot be explained on the ground that the need for this type of instruction is less here, or that the attendance at day schools is continued to a more advanced age than in other countries. The causes rather lie in the facts that there is considerable demand for boy labour and that the provision made for supplying to boys, who begin wage-earning at an early age, the means of extending their education is very limited.

The Public Instruction Act of 1880 provides for the establishment of "Evening Schools, in which the object shall be to instruct persons who may not have received the advantages of primary education." The only type of Evening School contemplated at the passing of the Act twenty-eight years ago, was that which provided a primary course for those who from various causes had not obtained an elementary education. But with

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with the spread of primary schools and the operation of the compulsory attendance law (as far as this was effective) the number of children who go to work without the rudiments of education is small, and the need for any large number of Evening Schools which aim at simply completing an unfinished primary course has become gradually less.

While there still remain a few boys and girls for whom such a provision is necessary, the Evening School organisation calls for an expansion to meet the needs of those who are obliged to leave the day school with a completed primary education, but nothing more, and who upon entering into employment, feel the need for more extended instruction in order to better their prospects.

The Evening School system has, therefore, to meet the needs of two classes of pupils by giving two different grades and types of instruction:—

1. To complete the unfinished primary course of those whose early education has been neglected.
2. To provide a continuation course for those whose elementary course has been completed, but who require instruction along special lines while at the same time engaged in some daily employment.

These two aims—the elementary and the continuative—need to be kept distinct in any organisation of Evening Schools, and equally a distinction needs to be maintained in the character of the instruction both as to method and subjects of study in these two types of schools.

The Evening Primary School.

Although the pupil of such a school is one whose primary education has not been completed, he is not a pupil of the ordinary day-school type. He is probably 14 years of age, and may be no further advanced than a pupil of a second class in a primary school, but he is a boy for whom the instruction of the ordinary 9-year-old boy of the second class is by no means suitable. Though in his reading, writing, spelling and arithmetic he is much behind, he has, on the other hand, come into contact with the world outside in some of those aspects which teach lessons of a kind that the younger and socially more favoured boy has had no chance of learning. Young as he is in his acquaintance with the subjects and arts of the school, he is more or less advanced in the knowledge which his experience of the world has given him. It is this difference that the Evening Primary School must take into account.

This consideration should be a determining factor in arranging the course of work of the Primary Evening School. The ordinary reading-book, the formal copy-book, the systematic courses, arranged for the boy who has the ordinary school career ahead of him, are not suited for the boy who with a very incomplete equipment has had to start the serious business of wage-earning at 13 or 14, with only a limited time for self-improvement. Especially, when the attendance at the Evening School is voluntary, is it necessary that the work of such a school should not be a repetition or an imitation of the day Primary School in the matter or method of instruction. The

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The reading course should be drawn chiefly from the sources which most appeal to such a boy, and should aim mainly at enabling him to get at the sense of what is read without an undue stress upon the mechanical aspect of reading as an art. The skilful teacher will arrange his course so that the boy's reading brings him into immediate contact with the subjects in which, as one who during the day is dealing with business or labour of some kind, he is most likely to take an interest; and from these subjects the teacher might open such avenues of interest as will lead the pupil to new fields into which he will be tempted to enter.

Every student of youths of this type will have observed that they are impatient of the abstract and the remote, but are ready to be interested in subjects that have any bearing upon their surroundings or stir in them some fresh ambition. The essential point in method is that the teacher shall be not so much an instructor as a leader, and work not on the pupil's receptiveness but on his activities. The principle is thus the same as in good teaching everywhere, but its mode of application must differ with a pupil whose range of interests has been widened by the greater world into which he has entered.

The course for the Primary Evening School might, therefore, be organised thus:—

Reading.—Selected portions of the daily newspaper, with short discussion on various topics suggested by the reading. An interesting literary work—*e.g.*, one of the standard novels. A geographical reader.

Writing.—English composition—in which the pupil is led to write what he thinks—associated with the Reading course or the Manual Training course. Letter-writing. Attention given throughout all this work to handwriting.

Arithmetic.—Practical exercises on simple business transactions. Trade calculations. Measurements and exercises on simple mensuration.

Manual Training.—Wood-working or metal-working.

General Knowledge.—Short talks on subjects of general interest, illustrated by means of the lantern.

The Evening Continuation School.

The Evening Continuation School differs from the Evening Primary School in that it is not in any degree a substitute for the Day Primary School, but is an extension of it, and is designed for the pupils who are obliged to leave the day school soon after completing their primary course of education. The pupils of the Evening Continuation School have either chosen their occupation or are in some employment by which they can earn wages to enable them to get the necessary preparation for the occupation they hope eventually to enter.

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It is clear that if such schools are to meet the cases of these pupils, they must have either a commercial or an industrial character as far as their courses of instruction are concerned.

The question arises as to the extent to which schools of this type should be devoted to specialised instruction. Should they be simply schools where certain mechanical arts, such as typewriting or shorthand, or carpentry will be taught to those who want any one or more of these, or should they prescribe courses which, while they include these requisites for a commercial or industrial career, also take into account the need of the student for the liberal studies that will help to make him a citizen as well as a workman? The youth who sees the requirements of his career looming large in front of him is inclined to choose the former system, since the broader demands of citizenship are not within his range of vision. But the youth with the limited horizon is scarcely the best judge in this respect. His perspective is distorted. There can be no doubt that, looked at from the national point of view, the training in the special needs of a vocation should be accompanied by such studies as will give the pupil an intelligent outlook upon life and widen his interests and sympathies. The cultural should accompany the practical, and by such a combination the continuation evening school may become a place of education in its broadest sense, as well as a preparatory school for a technical vocation. In England, where the question of evening schools has received increased consideration within the past year, the determination to combine some liberal studies with specific training is seen in the developments that are now being made in those centres where the most advanced conceptions of the needs of the community find expression.

In all Continuation Schools the need for cultural studies can be met by the inclusion of English courses in all their curricula. These would embrace the reading of literature, not in selections, but from selected works, so that the students might be introduced to some of the best poetry, drama, fiction, and history. If these were treated by the teacher so as to induce discussion of the subject-matter by the students, the teacher laying down lines of investigation and channels for thought, there would soon be no lack of interest on the part of the students, and they would take with them from the school a taste in some degree cultivated, and an intelligence in some degree broadened, that would assist them in filling their place in the home and in the community.

Portion of the time might also be devoted to what might be described as General Knowledge. The newspapers and magazines of the day contain much that the youth fails to feel interest in through the limitations of his general knowledge. Brief courses on Civics, elementary economics, scientific developments, especially as practically applied, geographical investigation, industrial movements, given in short lectures, would help towards intellectual expansion and breadth of comprehension. It is significant that in Denmark, where agricultural education has been carried to a high state of efficiency, this broad foundation of general knowledge and cultural training is regarded as essential.

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Distribution of Evening Schools.

The Evening School system then would be organised as follows:—

1. The Evening Primary School.
2. The Evening Continuation School—Commercial.
3. The Evening Continuation School—Industrial.

In order that these types of schools might be kept distinct, it is very desirable that they should be conducted in different premises. The special character of each school would in that way be more definitely maintained. Their distribution throughout the city and suburbs would depend upon the type of schools best suited to the various localities. It might reasonably be expected that students for these schools would travel a short distance in order to attend them, such concessions in trains and trams being allowed as are now given to students of the Technical College.

Some General Considerations.

Some considerations that have an important bearing on the working of Evening Schools present themselves. In order to prevent waste, the work of the Evening Continuation School should be taken up by the boy immediately upon his leaving the Day School. An interval occurring at this stage is liable to leave him disinclined for the serious study that further self-improvement entails, his interests are dissipated, and the necessary connection with his primary work, which a continuative course of instruction requires, is liable to be seriously broken. In England various measures have been adopted by local school authorities to prevent loss at this stage, and varying success has attended the efforts made. In one town, four out of every five boys, on leaving the day schools, enter upon either a secondary or continuative course. In others a similar attendance of 50 per cent. is secured. In the large majority the number is much less. In Sydney, on the most liberal estimate, it cannot be held that more than 15 per cent. attend upon any instruction after leaving the day primary school. There can be little doubt that the securing of a large percentage of boys to continue their education beyond the primary stage either in Continuation or in Secondary Schools depends, to a large extent, upon the growth of a public opinion as to the necessity for it. The experience of some English cities is useful in this connection. In Manchester last year 4 per cent. of the population were enrolled in evening schools, taking on the average two-year courses. In that city the continuity of attendance from the day primary school into the evening continuation school is secured by granting free admission to scholars who join the latter within a year of leaving the day school, provided that the parent guarantees to pay the fee if the scholar's attendance becomes irregular. It is found that 50 per cent. of these free students continue in attendance for the following year. In Halifax very efficient means are taken to stop the leakage between the day and the evening school. Dr. Heath, the Director of Special Inquiries in England, has kindly furnished me with the following description of the procedure.

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"The head teacher of every elementary school in the town is required to notify the Education Office three weeks before any boy attains the age at which he may leave school. Circulars are then sent to the parent giving the information about the evening courses, and stating which evening school is nearest to the boy's home. The head master of that evening school has to inform the office if the boy has not put in an appearance within a fortnight of the time when he is due to leave the day school. An officer of the Local Education Authority then calls on the parent and emphasises the importance of the boy's continuing his education. The operation of this machinery results in more than 60 per cent. of the boys, who leave Halifax elementary schools in any one year, proceeding to the evening schools in the same year."

The gain accruing from the preserving of continuity in the studies of boys at this stage is so important that no scheme of evening continuation schools can be regarded as complete which fails to provide a means for securing this end.

Co-operation of Employers.

One of the greatest hindrances to the advancement of youths in evening studies lies in the fact that they have to undertake these studies after a full day's work. This is already recognised by some employers. Instances are by no means wanting in this State where employers of boy labour not merely encourage their young employees to attend evening classes, but offer material facilities for their doing so. The provision of an organised system of evening continuation schools would, however, make a demand for a much wider recognition of this principle, and the enhanced value of the boys' services would be found to justify the concessions made in that direction.

An example of this co-operation between employers of boy labour and the education authorities has recently been supplied by the Postal Department in some of the English towns. The boys employed as post-office messengers, &c., have been encouraged to take up subjects of study at the local technical schools, and their work there is strictly supervised, while at the same time their hours of duty at the post-office are so arranged that regularity of attendance may be insured. These boys are usually employed by the post-office for two years, and this attendance at technical classes saves them from drifting at the end of that time into unskilled employment.

Referring to the need for the regulation of labour in such a way as to admit of the boys' attendance at technical classes, Professor Sadler, in his very valuable work on Continuation Schools, indicates what is likely to be the trend of opinion in England on this question. He says, "I have myself been led to the conclusion that the most effective way of dealing with the difficulty will be to throw upon all employers by statute, the duty of granting to those of their male and female work-people who are under 18 years of age, the necessary time for attendance at continuation classes at hours prescribed by the by-laws of the local education

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education authority. In addition to this power should be given to the local education authority to make attendance at Continuation Schools, at hours not incompatible with the physical well-being of the pupils, compulsory for young people up to 17 or 18 years of age."

Linking with Technical Work.

The Evening Continuation School, especially of the industrial type, should be the preparatory school for the more advanced work of the Technical College. While its courses of work are framed on a broader basis than the more specialised courses which the scholar may take up in the higher institution, there is need for a definite linking together of the two, and for such measures as will lead to a constant stream of students from the lower to the higher.

Without preparation of this kind many students reach the Technical College unable to benefit to the full from the instruction provided there, while on the other hand, the Technical College is diverted from its proper standard of work in order to supply the deficient groundwork of some of the students who enter there. The Evening Continuation School should step in to prevent the boy who leaves school at 14 from drifting without any definite self-improvement, until at about the age of 17 the demands of his vocation impress upon him the need for some specific technical training. A system of scholarships tenable at the Technical College for definite courses, and available to students from the Evening Continuation Schools, would serve to link together these two stages of instruction, while this connection would further involve a co-ordination of the courses of the two institutions.

On the commercial side, a similar co-ordination would connect the Primary School, through the Evening Commercial Continuation School, with the Evening School of Commerce associated with the University.

P. BOARD,
Under Secretary and Director.

CHIEF

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CHIEF INSPECTOR'S REPORT.

The supply teachers.

As was anticipated, the year 1907 proved a difficult one as regards the supply of teachers. The reception into the Training College of so many pupil teachers who would, under previous conditions, have been available for the position of assistants and teachers of small country schools, and their retention in the College for a period of two years in the majority of cases, together with other causes, combined to make it hard to make the supply equal to the demand. Among these other causes may be mentioned the prosperity of the country itself, which opened to young men opportunities in business and in industrial operations for employment at more remunerative rates than were open to them under the Department, and which by the operation of a well-known law determining the marriage rate, withdrew from the teaching ranks women who entered the married state.

To provide an adequate supply of teachers, an examination of Candidate Probationary Students was held in October, when 387 candidates (101 males, 286 females) presented themselves for examination, of whom 203 were accepted (69 males, 134 females). Three examinations were held of Small School Candidates—540 presenting themselves, of whom 216 were accepted (99 males, 117 females). In all 416 were added to the ranks of prospective teachers. As a rule the latter class undergo, after acceptance, a course of training and tuition lasting three months at an efficiently conducted school, but owing to the demand for teachers of Small Schools, the period of training had, in some cases, to be cut short.

The Department in providing that even the smallest and most remote school shall be supplied with a teacher from year's end to year's end, undertakes a responsibility, which only a copious supply of applicants willing to face the isolation and occasional hardship of bush life, can enable it to shoulder successfully. In the average American rural school it is stated* that each pupil gets eighty-three days of actual instruction annually. Our position is very much better than this, for in the vast majority of the small country schools the school days are as numerous as in the town schools.

An additional reason for an increase in the supply of teachers is furnished by the fact that the population of the State is yearly increasing, both through the number of native born and of immigrants. Modern ideas in primary education intensify the need for a greater number of teachers than has hitherto been found adequate. The days are gone when educationists could contemplate with equanimity the spectacle of one teacher in charge of 60, 70, and even 80 pupils. The smaller classes involve an increase in the number of teachers. As a general rule the classes average about forty in daily attendance; even that number is felt to be too great to enable the teacher to do his work satisfactorily, as far as individual pupils are concerned. The conversion of the long class-rooms into single class-rooms, accentuates the need for additional teachers, as there is much less opportunity than formerly for the combination of classes under one teacher, and finally the teachers of very large

* Hughes' "Making of Citizens," p. 160.

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large schools desire to be relieved from the responsibility of teaching a class in order to supervise and direct the general work of the school—a perfectly legitimate aspiration—if there were a sufficiency of teachers. These considerations and others that might be adduced, such as the disposition of the rooms, the absences of teachers on sick and other leave, point to the need for an increased teaching staff, and a consequent liberality in expenditure. The shortage of teachers is not a phenomenon peculiar to New South Wales, but is one that may be seen all the world over, wherever the people have awakened to the need for putting their educational house in order.

However much it is to be wished and aimed at as an ideal that every teacher of a small rural school should pass through the Training College in Sydney, it is very plain that years must elapse before the ideal is realised. The Small School Candidate who becomes the Small School teacher must be with us for some years, and the problem is to give him the best possible training and tuition before his appointment. A period of three months' training is at present the rule, which may be prolonged to six months if circumstances allow.

Material condition of the schools.

The fact that for many years the money appropriated for the repair of school buildings was inadequate brought about an undesirable state of affairs with regard to material conditions. During the last two years, and especially during 1907, owing to a more liberal appropriation, a great deal has been done to put buildings in proper repair. Teachers' residences have shared in the improvement. There still remains much work to be done before it can be said that the premises of all the schools are in satisfactory condition. It is a ruinous policy which allows good buildings to go for ten years and often more without a coat of paint. Much labour and ingenuity have been spent in rearranging old buildings to suit modern ideas as to single class rooms, lighting, and ventilation—not with ideal results in every instance, as might be expected from the conditions. It would, however, be wanton waste to condemn existing buildings in order to erect brand new ones of the latest design. Dual desks, suited to the needs of the pupils, were supplied to many schools during 1907, but the rate of supply does not equal the growing demand. Evidently the refurnishing of the school must be a work of some years.

Teachers' residences.

The want of suitable residences for teachers is very much felt at times—when young teachers are anxious to marry, when the transfer of a teacher with a large family is desirable, or even when promotions are to be made. Failing a vested residence the teacher is obliged to occupy a house in the vicinity of the school. He is lucky if he can find a suitable residence. Many have to put up with indifferent accommodation, for which the Department is charged an exorbitant rent, which must perforce be paid, no other house being available, of which fact the owner takes advantage. It would be sound economy if the State provided residences more freely rather than pay these high rents.

Accommodation.

With the increase of population the question of accommodation has been for some years a very urgent one in the Metropolis and Suburbs.

Additions

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Additions have been made in several instances. To make the metropolitan schools equal to the demand made upon them will require a considerable expenditure. The urgency of such expenditure will become extreme when a more stringent compulsory attendance law is enacted, as is hoped in the near future.

Playgrounds.

It is a matter of regret that many of the great schools in the city have such limited playgrounds, and this when the need for ample space for organised games is deeply felt. Many of them are asphalted throughout, and it is not safe for children to play upon them. The schools are fortunate which have one of the city parks near them. Perhaps the difficulties of the Department in regard to small playgrounds may be lessened when an enlightened public opinion will secure the provision by the various municipalities of numerous open spaces for children's playgrounds, rather than by the provision of one or two large parks, as at present.

Attendance.

The year 1907 was a particularly severe one as regards epidemics amongst school children. For many months from one end of the State to the other, measles and whooping cough raged so virulently that the attendance at many schools was very much lessened for long periods, and many schools had to be temporarily closed. The average daily attendance over the whole State (71·9) was thereby seriously affected. Again, the mode of calculating this average is scarcely such as gives a true view of the real daily attendance as compared with the actual enrolment. The average is calculated upon the gross enrolment, which includes, towards the end of the quarter, pupils who have left school altogether, or, perhaps, have been enrolled in other schools; further, all small attendances from whatever cause, rain, floods, epidemics, local festivals, are reckoned in computing averages. There are many schools in which the average daily attendance is as high as 80 and even 90 per cent. of the real enrolment.

Comparison with attendance in other Australian States and foreign countries is impossible because of the great variety in the modes of computing the averages. There seems no reason why something like harmony could not be arrived at in the data furnished by Australian States.

In France the test applied for determining the regularity in attendance of the pupils, is that "every five years two days are selected, the one in the period of maximum, the other in the period of minimum attendance, and the number of children present on these days counted and compared with the number of children enrolled*." For obvious reasons this method is not very satisfactory, but it is mentioned here to indicate one of many varieties in estimating attendance percentages.

Government of schools.

The tendency of the present times is towards mildness in the governance of children, both in the home and in the school—a tendency corresponding to the mildness in the administration of the laws, as compared with the severity of the past. Parents, who themselves were brought up under the old strict régime find themselves at a loss to know how

* Hughes' "Making of Citizens," p. 119.

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how to train their young hopefuls, and teachers imbued with notions as to youthful depravity, acquired twenty or thirty years ago, and accustomed to the rough-and-ready ways then prevalent of training youth, are similarly perplexed. Hence, now and then, cases arise of undue severity, for which the teacher stands, if not self-condemned, exposed to merited censure. The infliction of corporal punishment is carefully restricted to extreme cases, but there are teachers who find in lateness, inattention, talking, restlessness, failure to bring notes of excuse for absence, failure to keep step in marching, &c., &c., the marks of an extreme case, and act accordingly. Such conduct is directly opposed to the letter and spirit of the instructions regarding corporal punishment. It is not uncommon, also, to find teachers administering one stroke of the cane. The comment upon such a use of the cane is that it cannot be an "extreme case" for which such a slight punishment is sufficient. Greater solemnity should, I think, surround the proceedings which may end in corporal punishment. Due inquiry should precede, and the punishment should appear to the culprit as one deserved. A small, but not unimportant matter, may be mentioned here, and that is, the use made by many teachers of the cane as a pointer. The instrument should be kept out of sight, not left, as it sometimes is, lying about on a desk or on a table. These remarks apply chiefly to boys' schools. In girls' and infants' schools corporal punishment has been reduced to a minimum, or does not exist at all.

For the government of children by fear and repression, there is an endeavour throughout the schools to train them to self-control by enlisting their sympathies on the side of goodness, kindness, forbearance, and politeness toward each other, and affording opportunity for the exercise of these feelings, for here, as elsewhere, in real education progress arises from doing. The games encouraged in the schools, such as cricket, football, tennis, basket-ball, &c., besides serving the ends of physical development are excellent means of training children to mutual respect, self-restraint, and honourable rivalry. The bent towards social service and co-operation is encouraged by placing children in little offices of trust in the daily business of the school, by their service on committees of various kinds to regulate the many interests in a modern school, the library, the school sports, the decoration of the school, school debates, school excursions, &c. By means such as these children are taught to work with and for each other, anticipating in the school community in a small way the more serious relations of after life.

Physical training.

Physical well-being, as the condition of all other forms of well-being, imposes upon teachers the study and practice of the means of securing harmonious bodily development and sound health, and of counteracting judiciously the strain of school studies under the conditions at present existing. The regular ten minutes' exercise, daily given in the school-grounds, in deep-breathing and in body and limb flexions has, wherever the exercise has been directed intelligently and performed with vigour, been productive of excellent results in better health, and in a better carriage of the body. These exercises are supplemented

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supplemented by the organised games already referred to. Swimming is widely indulged in by pupils both in the city and the country, and in addition to learning this art, many of the teachers are competent to give instructions to their pupils in rescue work, and in the resuscitation of the apparently drowned. A great impetus was given to the general acquirement of this art by the girl pupils of the metropolitan schools through the vigorous and enthusiastic action of a committee of lady teachers, at whose instigation Miss Kilminster of the Bourke Superior Public School was for some months employed in teaching the lady teachers—a duty performed in a very successful manner. It is a matter of regret that Municipal Councils are not generally alive to the importance of providing swimming baths, readily accessible, for the benefit not only of young people, but of adults. In the Grafton District (under the supervision of Mr. Inspector Henderson) there have been some remarkable cases of self-help, worthy of imitation. Residents have come together with all necessary tools and in a few days have excavated capacious baths, in which the pupils may learn the useful art of swimming.

The conditions of life in school are admittedly not favourable to the physical development of children. Effort is made to counteract the ill effects of confinement and of the sedentary nature of much of school work. Changes in lessons are made much more frequently than formerly—lessons half an hour or less are in vogue, and at the changes it is not uncommon to sing a sprightly song accompanied by some physical movements. The need for fresh pure air in the schoolroom is widely recognised, but now and then rooms are found where the air is vitiated. It would be well if teachers regularly made a comparison between the air outside and the air inside their rooms. Hygienic positions are of first-rate importance, but many teachers fail to take notice of children sitting with legs twisted in all sorts of shapes, especially at writing lessons. If the feet are placed firmly near each other in front, an easy hygenic position will of necessity be assured. The water supply of each school receives careful attention. In the large schools a real difficulty is experienced. Children rightly object to drink from cups used by others, and instead, adopt readier means of quenching their thirst. The inventive genius who will meet this difficulty at a minimum cost will confer a boon on school children. It is apparently impossible to provide each one with his own cup, and yet something ought to be done.

Cadets.

Under the auspices of the P.S.A.A. Association in Sydney, and in the State generally valuable work is done in the promotion of organised games, especially cricket and football, and with a view to the physical well-being of the pupils. Another outlet for juvenile energy, which has national significance, is to be found in the Cadet Corps, now under the control of the Commonwealth Military Department, with Lieutenant Colonel Paul as Officer Commanding, and Major Dove as Chief of Staff. Under their care, and with the cordial co-operation of the Department, the number of the cadets is increasing. Regular provision is made for drill instruction; as far as possible teachers with special ability for this work have been placed in schools. Regular parades are held; shooting

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is regularly practised. But there are frequent complaints as to the quality of ammunition, the delay in supplying rifles and uniforms, and the lack of special instructors. Credit is due to the abovenamed officers and their assistants—the teacher-officers—for the enthusiasm and energy which they have displayed. During 1908 it is proposed to hold large camps at various centres, lasting for several days, for purposes of instruction in drill and camp life and for practice in markmanship.

Apparatus

The schools are well supplied with ordinary material and apparatus. All infant schools and many primary schools have been supplied with kindergarten requisites. Other aids to realistic teaching, such as mathematical instruments, the plane table, the thermometer, rain gauge, microscope, &c., have in many schools been purchased from school funds raised in various ways by concerts, sales of work, &c., organised by Teachers and Parents' Associations in combination. This mode of supplementing the supplies granted by the Department has been criticised, but while it would be an ideal condition of affairs if the Department supplied everything necessary, the cost would necessitate a greater expenditure than is practicable at present.

Local self-help of the kind indicated has its advantages. The need to provide additional aids binds the parents and citizens to the school, and gives an opportunity to many to manifest in a tangible manner their interest in the education of the young. Interest thus evoked is worth a very great deal to the community, for education as now understood is the concern, not of the teacher alone, but of all parents and citizens. It is not too much to expect each group, according to its ability, to put forth an effort towards the supply of aids, the decoration of the rooms with suitable pictures, the provision of a piano in the larger schools, to help in the formation of the school garden, and to replenish the school library. The fact is that wherever the teacher enthusiastically carries out improved methods the benefits are so patent to the parents that very little persuasion, if any, is needed.

Methods and results.

School practice is largely a question of method. If the methods are good the results can take care of themselves, though it is still necessary to test the soundness of a method by its results. Any method which, in an interesting way, leads a pupil to speak, think, imagine, act on his own initiative, is, so to speak, hall-marked. The defect of many teachers, trained in the old way, is that they so dominate school work by their own personality that the pupils remain passive. If a difficulty is encountered such teachers are disposed to save time by solving it themselves, and thus deprive the pupils of an opportunity of self-help. Good teachers, however, have found out that it is mistaken policy to impart information which pupils can, if properly directed, find out for themselves.

Teachers' Associations.

Discussion of methods occupied the attention of Teachers' Associations largely last yearThese associations are now numerous, and are to be found wherever a number of teachers can conveniently meet together. The papers read at these meetings are often of considerable value, and some have found a place in the *Public Instruction Gazette.* The

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more advanced teachers help their less fortunate brethren by their presence, their advice, and their treatment of the many difficulties that occur in school practice. It is the bounden duty of every first-class teacher, or aspirant to that grade, to prove himself in these associations a guide, philosopher, and friend to his less advanced brother. Inspectors have taken a warm interest in these associations, and have contributed to their proceedings lectures, addresses, papers, and demonstrations. One school of instruction, lasting a week, was held in the Lismore District under Inspector McCoy's superintendence; Inspector Black held three such schools in the Hay District; and most of the other inspectors have, at suitable centres, gathered their teachers together in central schools for two or three days' practical work with new methods. In this way the teachers in the field are being trained. Before leaving this subject, I wish to express my gratification at the interest manifested by parents and citizens of all classes in the Annual Meetings of the Teachers' Associations in various districts, and at the respect and sympathy evinced for them and their work.

Interest of parents and citizens.

It is sometimes objected that the course of instruction is overloaded, and the excision of some subjects, not often specified, however, is advised. When a subject is mentioned for excision, a dozen reasons can be given for its retention. The fact is that the curriculum of the Primary School represents the many diverse interests of modern civilisation, and while that remains as it is we will have the apparently overloaded curriculum. When each subject was looked upon as a thing in itself, to be developed to the fullest extent without relation to other subjects, it is certain that the curriculum was a burden too heavy to bear. But subjects are grouped together by their nature—writing, *e.g.*, with speech, spelling, and composition; geography with history, local and general and commerce; and arithmetic with mensuration and geometry; and the study of these in relation to one another as opposed to the old method of abstract treatment, greatly simplifies the work of teacher and pupils. There is now no call to learn the spelling of words which the pupils cannot make use of in speech or writing; no need to commit geographical facts to memory that have no bearing on history or commerce or some other interest. The principle of correlation joined to ordinary common-sense has lightened the task of the schools without sacrificing the true interests of the pupils. There is just the danger of pursuing fanciful and irrelevant relations—a proceeding which leads to waste of time and mental bewilderment.

Is the curriculum overloaded?

The mother-tongue has been made the fundamental subject of the curriculum in Primary Schools. Accordingly, the efforts of the teachers are strongly directed towards enabling their pupils to read clearly, speak fluently, write correctly, and understand the vernacular. The ordinary school readers—containing a selection of fables, anecdotes, narratives of incident and travel, historical and scientific pieces, culled from many writers—are in use. Teachers are wont to follow the lessons in the order in which they occur, and do not take advantage of the freedom granted

The mother-tongue.

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Supplementary reading. to select such lessons as have a bearing on other school work. Supplementary readers, of which there is a great variety available at comparatively small cost, are to be found in use in the majority of schools. In lieu of, and sometimes in addition to, the Supplementary Readers the Commonwealth School Paper is largely used. Then, again, the School

School libraries. Library is accessible for home reading, and occasionally for school reading. Many schools have devised extempore reading-rooms, where pupils at lunch-time may sit and turn over the pages of illustrated newspapers and magazines. Both through the methods of teaching in vogue and the material afforded for reading, the pupils are developing a taste for reading, which will stand them in good stead in the leisure or the business of after life. To interest pupils in reading, it is not advisable to set them to peruse English classical novels and histories, as is too commonly supposed. These are too dry and difficult for young children, however interesting to adults, but there is an ample supply of cheap editions of books suited to the tastes of the young. It would be well if in the stocking of libraries this principle were kept in mind. The teacher should be acquainted with the contents of the books in the school library. In that case he can easily stimulate curiosity by a few remarks on the contents of a book, or even by expressing an opinion upon it, and challenging the pupil to

Poetry. give his after he has read it. The selections of poetry committed to memory are generally well understood, but here also it is necessary to choose with a view to the tastes and capacity of children. The pieces chosen are not unfrequently of a solemn lugubrious character. There is no reason why a cheerful, hopeful, inspiriting note should not pervade

Composition. the poetry committed to memory. Composition, both oral and written, receives merited attention, and there has been a decided advance in the proficiency of the pupils. Pupils are encouraged to express their ideas orally, and to write them down from the beginning. The old method of teaching the art of composition by repeated unintelligent efforts in virtue of which the pupils tumbled into the art has given place to graded lessons. Many large schools have journals written or printed, the articles and paragraphs in which are the productions of youthful pressmen. The debating club or the weekly class discussion is a feature of some schools. Topics are intelligently handled, and speakers learn not only to express themselves, but also to control themselves by paying due regard to the courtesies of conversation and debate. The necessity of clear distinct speech is widely recognised as the outer indication of clear distinct thinking.

Writing. There is less formal writing in copy-books than formerly, indeed, many schools have no copy-books with head-lines, but the care taken in all writing done by pupils makes the formation of a legible fluent hand of the pupil's own more easily attainable. Excellent work is done in the

Whole-word method. infants' and kindergarten schools through the adoption of the whole-word method in reading and writing, the two being brought into close relation. It is surprising how readily children manage to recognise words —and long difficult words, too—and to read easy prose when taught in

Spelling. this method. The objection taken to this method that spelling is apt to be a weak point with such readers is met by the constant practice in writing, and by well-directed word-building exercises based as much as possible on phonic similarities. The old exercise—Dictation—appears less

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less frequently on the Time-table than of yore, but there are teachers who still cling to the belief that Dictation is a means of teaching spelling, whilst its true function is that of a test of work already accomplished.

Mental arithmetic.

There is undoubtedly much greater attention paid in the schools to Mental Arithmetic, the questions being propounded by the teacher generally. Sometimes there is a woeful silence when the pupils are requested to put a question to their class mates. Inspectors report, however, that in spite of the increased attention there is still room for improvement, both in the nature of the questions propounded, but also in the general response to them. Then, again, the relation of the mental solution to the written solution is not regularly insisted on. To make the mental arithmetic the stepping-stone to written work it is necessary to call upon pupils to express in number language with appropriate signs the mental process. As far as intelligent grasp of the conditions and methods of solving a problem are concerned, there is considerable advance, but there is a pretty unanimous consensus of opinion that there is not generally sufficient accuracy in the operations performed. There must be added to the understanding of processes that drill in number work which enables the pupil rapidly and accurately to add, subtract, multiply, and divide.

Want of accuracy.

Mensuration, geometry, algebra.

Mensuration is a favourite application of arithmetic, and is pursued in most cases in a practical manner—out of doors sometimes, and accompanied by drawing to scale. The truths of plane and solid geometry are exhibited experimentally. Senior pupils proceed to the logical demonstration of these truths, but there is now much less of this kind of proof than in the past. There is also a laxity regarding definitions that does not augur well for the use of experimental geometry as a training in accurate reasoning, such as the old Euclidean geometry furnished. Algebra, as taught in the Primary School, enables pupils to generalise the processes of arithmetic, and to solve simple problems; sometimes it is studied in a bookish manner, and it is not unusual to find boys and even girls wasting time on the absurd questions set in the ordinary text-books on this subject.

Scripture, history, civics, and morals.

History, Scripture, Civics and Morals form a group of studies which run into one another, and relate to the conduct of men in society either in the past or the present, and only teachers whose reading is wide and thoughtful are capable of making the best use of them in the instruction of children. As far as history is concerned teachers have a wide liberty in the selection of topics. The text-books followed by most give little help towards selection. Accordingly, it is found that men and incidents in English history of purely antiquarian interest, as far as Australian children are concerned, are dwelt upon to such an extent, that modern men and events escape treatment. This has been a constant defect in the teaching of history, so much so, that it is sometimes proposed to begin with the present and go back to former times, were it not that the complexity of modern civilisation forbids the general adoption of such a method. At any rate school life is too short for obtaining more than a general outline of English history, and an acquaintance with the lives of some of the great men and women who have made that history. The teacher's

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teacher's aim should be that by his treatment such a desire is kindled in the bosoms of his pupils as will induce them in after years to pursue this study. This will be the real test of his ability. Australian history being nearer to the pupils, both in time and space, excites more interest in the pupils. Lessons on the duties of citizenship, based on concrete examples, are intelligently grasped. Scripture lessons are regularly read and explained. The result of all these studies is to enlist the moral sense of the pupils on the side of justice and right, to awaken their sympathies for the weak and the oppressed, and to cultivate in their minds ideals of conduct.

Geography.

Geography and Nature-study are twin subjects, bringing the pupil face to face with the natural world. The former as now treated is capable of being made the most attractive of all school subjects. Like Charity, it begins at home, and from the home and the school precincts it extends in widening circles towards the world beyond the immediate ken of the children. The initial stages are in many schools, especially country schools, taken by means of out-door talks, and excursions to places where the landscape furnishes illustrations of watersheds, slopes and river valleys, and of the influence on the earth's surface of wind, water, and heat. The influence of natural features and phenomena on the life of man—the human interest, as it is sometimes called—is traced in the formation of towns, the density of population, the products of the land, and the occupations and history of the people. Most teachers recognise now that lessons in geography are something more than cramming the memory with lists of capes, bays, islands, towns, &c., to be forgotten as soon as the pupils leave school. Much of the geography is acquired in connection with the discussions of current topics, especially in relation to British affairs. Trade routes, and the movements of commerce are studied. Maps sketched on black-boards or brown paper, containing just what has to be studied are in vogue, so that the pupils are not required to pore over the multitudinous and puzzling details contained in the ordinary maps of publishing firms. Mapping is practised, but too great an endeavour is made to reproduce, with extreme accuracy, the originals. What is wanted is to give the pupils the ability to make rapid rough sketches of districts, countries, &c., as illustrations of their own impressions, derived from experience and study.

Nature-study and the school garden.

Nature-study, with its indispensable accompaniments, the school garden, the field excursion, and the cabinet of collected specimens of ferns, flowers, larvæ, insects, birds, fossils, and rocks, is the most popular of all school studies. Parents brought up on the hard, dry, school fare of fifteen or twenty years ago, occasionally look askance at what seems to them waste of time in explaining the treasures of the little world around the school. But the evident power which the study has of turning stolid indifference into active interest, in opening eyes and ears otherwise unobservant, in promoting intelligence, and the desire for self-expression in speech, writing and drawing, has made converts of most of the sceptical critics. Nearly every school has its school garden, or where a garden is impossible, its fernery or its rockery, its collection of pot-plants, or its vessels for exhibiting the development of the plant from

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from the seed, "the perennial miracle of Nature." Teachers have profited much in the art of school gardening from the lectures and actual teaching of their pupils undertaken by Mr. Halsted, the Superintendent of School Agriculture. Most gardens have their flower-beds of various shapes to cultivate the æsthestic taste, their vegetable plots and their plots for experiments in the growing of grasses and cereals to instil a knowledge of the useful. Great care and ingenuity have been exercised in adapting school sites to gardening purposes. Sloping sites have been terraced, swampy sites drained. Some enterprising schools have devised and carried out schemes of irrigation. Even in the arid west, in spite of manifest discouragements due to climatic conditions and the remorseless rabbit, there are many school gardens. The Department lends a willing ear to applications for wire-netting to protect gardens, provided the residents take sufficient interest to undertake the labour of putting it up. The settlers are generally willing and are certainly able to do this work. They are rewarded by the acquaintance their children display, in consequence of their teacher's instruction, with the growth of plants, grasses and cereals. Some have been known to profit by their children's experience, and here and there the school teacher, who in his gardening efforts was at first looked upon as an intruder upon the sphere of the practical man, has been installed as an authority. At the exhibitions of the various Pastoral and Agricultural Societies the exhibits of the local schools are welcomed and warmly praised, and for them special prizes are set apart. The value of the school garden does not lie in the production of the biggest pumpkin, or the tallest stalk of corn. The value lies in the educative process through which the child-mind has passed in observing the conditions of successful or unsuccessful plant-growing, in observing and recording the stages of growth, and in the calculations and reflections which spring naturally from these observations. From a national point of view the school garden and its activities will, perhaps, turn the thoughts of the youth from the nerve-racking city to the calm pursuits of country life, and help to provide that race of yeomen so much desiderated.

Both as regards pupils and teachers, Art Work, including free-arm drawing, brushwork, and modelling has made a decided advance. During 1906 and 1907, expert teachers at many centres throughout the State, gave courses of lectures and demonstrations to teachers' classes in connection with Teachers' Associations. The fruit of these lectures is apparent in the greater readiness and ability which teachers display in the illustration of their lessons, and by the readiness of the pupils themselves to draw and sketch common objects, and to express their ideas in picture form. Wall black-boards have been set up in many schools. These afford opportunity to whole classes or sections of classes to practise the co-ordinations of the eye and larger muscles of the arm, which naturally precede the use of the pen, pencil, and brush. Brush-work is interesting work for the pupils, and is for the most part correlated with plant study. It affords an excellent discipline in the discrimination of colour and the formation of artistic tastes in the attempts made to produce harmonious designs suitable for industrial uses. Modelling is practised

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practised only where the teacher possesses special gifts in that direction. A few schools excel in this work—notably Enmore Girls'. In the propagation of true ideas regarding Art Work in our schools, credit is due to Mr. Branch, Superintendent of Drawing, and his assistant, Mr. Dunlop. Mr. Branch's admirable book on "Brushwork from Nature with Design," deserves a place in every teacher's library.

Infant schools.

A happy transformation has taken place in the appearance, government, and methods of Infant Schools. The class-rooms are adorned with pictures, flowers decorate the tables, suitable furniture has been, in many cases, provided, the old galleries have been swept away, and seats adjusted to the lighting of the rooms; wall black-boards have been provided. An air of brightness and cheerfulness pervades the rooms. The mistresses welcome their children with cheerful morning salutations, sometimes sung, and the pupils respond in song. Lessons are short and varied. Songs, games, and recitations are interspersed among the more formal work, which in the first month is kept in the background. The pupils learn to build, to plait, to weave, to make designs, to draw, and express themselves readily in speech. Reading is taught largely from script, illustrated by the teachers; number work is of range suited to the needs of the pupils, and constant use is made of the concrete. Writing proceeds, *pari passu*, with the need for expression. Stories culled from Scripture, from ancient fable or history, or from the life of the people, serve to amuse and instruct. Their gardens are a source of endless interest to the pupils, and take up a portion of their restless energy. Pupils who have undergone this training in the Infant Schools are noted in the Primary Schools for better groundwork and resourcefulness.

Manual training.

Manual training, in some form or other, is to be found in nearly every large school, and in very many of the smaller ones. The school garden itself affords some practice in the rougher forms. Pupils plan their garden and fence it, providing gates, and become acquainted with the use of garden tools. Other forms depend on the teacher's ability, native or acquired, and the material at his command. So there is the cutting of paper into all sorts of designs, some very beautiful, and the mounting of these on paper. There is cardboard work in which objects of utility and ornament are turned out with scrupulous care. Another material is bent iron—out of which useful objects with graceful curves are made. Chip-carving and carving in relief occupy the attention of others. Book-binding interests pupils in a few schools. The weaving of hammocks, straw-plaiting, cane-weaving, mat-making, and other forms of weaving are met here and there. Under experts in woodwork a regular course is undertaken in rooms specially provided and furnished with benches. Gradually the large schools and the District Schools in the country are being provided with such rooms. Occasionally Parents' Associations provide benches and tools. Wherever rooms, benches, and tools are ready a teacher, generally one who has excelled in woodwork while in training, has been appointed to carry on the work.

Hand-training is mind-training

There is no need to make any apology for the diffusion of manual training in the Primary Schools. Hand-training is mind-training, and a

training

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training, too, in common-sense, resourcefulness, and a love of thorough, accurate work, early in life. "To get the true hand, the true eye, one must get them in youth." The exercises in hand and eye work are not pursued abstractly. Wherever possible drawing is the preliminary, and the brush is used for decoration. The articles made are chosen for their utility or for the purpose of beautifying the home and school, or for illustration of school lessons. Some teachers have shown their pupils, much to the delight of their parents, how, out of old cases and boxes, to make serviceable articles for the home—a very useful training for life in the far west, where timber is scarce and dear. Much remains to be done in the extension of manual training. Rooms, benches, tools, expert teachers are all required. This means a large expenditure and time to meet all demands. Above all, now that the operations are so widespread and multifarious, an organiser is needed to attend solely to this aspect of school activity.

Science teaching

The approach to the scientific way of looking at things is made in the observation talks, in the Nature-study of the junior classes, and in the excitation of the spirit of inquiry into and admiration of familiar things. In the senior classes of the larger schools, and in the smaller schools where there is a competent teacher—and there are several—elementary lessons, accompanied by simple experiments in botany, or geology, or chemistry, or agriculture, or physics, are given. Pupils are taught to observe phenomena closely, to make a record thereof, and to make their inferences. Much of the work is purely demonstrational, owing to present limitations, but it is surprising to find what effective work in training pupils in scientific method has been done by teachers who have the necessary knowledge and the skill to bring the matters treated of to the level of the pupils' comprehension. A few schools, comparatively speaking, are provided with rooms, furniture, and apparatus for individual experimental work, and the number is being gradually added to. During the year 1907 material and apparatus for experimental work were supplied to High Schools, District Schools, and other schools where expert teachers were employed. The extension of science teaching involves, as in the extension of manual training, the provision of rooms specially fitted up, apparatus, material, and expert teachers. This, again, means increased expenditure and gradual progress.

Education of girls.

In the lower classes the education of boys and girls proceeds on the same lines, but in the upper classes, and especially before the age when the pupils are likely to leave school, certain options are allowed to girls by the course of instruction, and a direction is given to their instruction such as will fit them for the life of the home, which is the goal of the great majority. Lessons on domestic hygiene take the place of the science taught to the boys. In the schools of Sydney these lessons were supplemented, in 1907, by the lectures of the visiting teacher, Dr. Harper, who took Dr. Booth's place during the absence of the latter in Europe. Needlework is taught all girls above the first class, plain in preference to fancy needlework, though the latter is encouraged when there is proficiency in the former. The older girls are taught to cut out their own underwear, blouses, and dresses. Many schools have sewing-machines in use. The

teachers

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teachers of needlework have advanced in their methods, so that their lessons are more stimulative of intelligent work. Newly-appointed teachers undergo a course of training under an expert in one or other of the larger schools. Practical cookery, with laundry work in some cases, was carried on in nineteen central schools in Sydney and suburbs, Lismore, Bowral, and Wickham, Newcastle, Plattsburg, and Maitland, and at the Technical Colleges of Bathurst and Goulburn. In all 2,123 girls at the former, and sixty at the latter, underwent a course in plain cookery. During 1907, Miss Ranken, Supervisor of Cookery, resigned after many years' valuable service to the Department. This year (1908) the number of central cookery schools has been increased.

High schools and district schools.

The High Schools, five in number, continue to be ably and successfully managed, as evidenced by the highly favourable nature of the reports furnished by the Departmental Inspectors, and by the success of their pupils at the Public Examinations. Arrangements are in progress to provide all with rooms for individual work in elementary science, and for manual training. Special attention has been paid to the staffing of the District Schools with competent young teachers, generally graduates. The students who passed a year at the Hawkesbury Agricultural College have been, with one exception, attached to country District Schools, where their special knowledge can be applied in the direction of agricultural training. As in the case of the High Schools, arrangements are in progress for providing each District School with a manual training room and a laboratory. Some of these are now in full working order.

Teachers, inspectors, superintendents.

The teachers as a body have worked well in their schools; they have manifested a very laudable desire to become acquainted with approved methods and to apply them; they command, in the vast majority of cases, the respect and goodwill of the communities in which they are placed. The members of the Staff of Inspectors and the various Superintendents have worked cordially and earnestly to further the aims of the Department.

J. DAWSON,
Chief Inspector.

REPORT

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REPORT OF THE PRINCIPAL, TEACHERS' COLLEGE.

During 1907 there were 298 students in attendance—of these, 152 were first-year students and 146 were second-year students.

In November, 1907, 139 students left after completing the two-year course of training, and 26 after completing one year. Seven students were permitted to continue their training for a third year.

The results of the college examinations were as follow:—

(1) Two-year students—79* students gained an aggregate of 65 per cent. and over, 31 students an aggregate of less than 65 per cent. but over 60 per cent., 19† students less than 60 per cent. but over 55 per cent., and 17 students below 55 per cent.

(2) One-year students—24 students gained 50 per cent. and over, and 3 students below 50 per cent.

During 1907 there were 17 students in attendance at courses leading to a degree—2 in their first year, and 15 in their second year. One unmatriculated student attended University courses.

The General Aims of the Teachers' College.

The College endeavours in its courses of study and of practical work to accomplish two main objects. In the first place it is sought to widen as well as to deepen the general culture of the student; and in the second place, to give such knowledge of a professional character regarding the aims, principles, and methods of teaching as will impart vitality and interest to the student's future work of class teaching. Further, in the courses of practical work and in the opportunities provided for observation it is hoped that the foundations may be laid of those forms of skill which are essential in the efficient teaching and management of children.

An effective course of training in a Teachers' College can be organised only when the relative importance of these two factors in a College course is clearly apprehended. There cannot now be any question as to the greater relative importance of the professional elements during the two years preceding the entry of the student upon the actual work of class teaching. That is, the College course must be predominantly professional or technical in character. Yet continued opportunity for widening and deepening the general culture is essential if narrowness of outlook and consequent impairment of efficiency are to be avoided. But the culture elements in the course are now of secondary, not of primary importance. Further, there is much evidence to show that the widening of the student's culture is best gained from a study of subjects not directly useful in class teaching, while the requisite deepening is most effectively secured by a further study of primary and secondary school subjects pursued in direct relation to the study of method and to the practice work of the student. A thorough, independent and disinterested study of class subjects is best made during the years preceding the College course of training. In the past, Teachers' Colleges have,

* Including nine who were at the Hawkesbury College during their second year. † Including one student who was awarded Class 3A on first year's work.

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have, largely of necessity, devoted themselves to the improvement of the student's general education with a consequent neglect of their own proper business, a neglect resulting in a lower standard of teaching competence than is requisite in view of the demands now made upon teacher and school.

The realisation of the above-mentioned principle in the arrangement of the College work demands that the student on entry upon the College course shall have completed satisfactorily a well-balanced course of secondary education up to the age of 17 years. As yet this has not been done, and in consequence the course, during last year, gave more importance to general culture studies than is desirable. The double burden of remedying the lack of general knowledge and culture and of preparing for the active work of teaching tends to weaken and distract the student's energies, and impairs the thoroughness of the course of training as a professional equipment.

The operation of the new arrangements for the preliminary training of junior students during their pre-college course will gradually allow of the College devoting itself whole-heartedly to its task of professional training. During 1908 an increased amount of time has been given to the professional elements of the course, and further changes are contemplated which will have the effect of giving the greater relative weight to the professional equipment of the student. The nature of these changes will be indicated below. But progress in the redistribution of effort will only become possible as the entrance qualifications of the students rise.

Entrance Qualifications.

The following are the entrance qualifications which it is essential that the students should possess. First, as regards general culture, the attainment of a leaving certificate representing a well-balanced secondary school course of four or five years. At present the entrance qualifications of the students in science and drawing are the least satisfactory. It may here be remarked that it is especially desirable that the students should have gone through a graduated course in General Elementary Science before coming to the College. It is further desirable that the entrance examination and the University Matriculation Examination should be assimilated, so far as possible, in order to avoid the unnecessary burden of preparing and sitting for two examinations within a few months of one another.

As regards knowledge and practice of teaching, it is not desirable that much should be done. The attempt to acquire skill in teaching at this stage inevitably distracts the young student from the proper work of the secondary school without any compensating advantage. But it is well for the students to have had some acquaintance with school work and routine, before entry upon the professional course at the College. Such training should be carried out not so much with a view to the development and training of teaching capacity, but rather that those who show lack of aptitude may be deterred from entering upon a course of

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of preparation for work for which they are naturally unsuited, and for the performance of which no training can make them successful. Such opportunities for teaching as are afforded should be regarded as an integral part of the entrance examination. I would suggest that instead of the present arrangement by which ten hours a week are devoted to teaching immediately before the entrance examination, the probationary students should devote twenty hours a week after the entrance examination, and during the three months preceding the commencement of the College course. This would remove the present distraction of attention preceding the entrance examination, and the more intensive study and practice of teaching when the mind is free would probably be attended by better results.

The College Courses.

As the arrangement of work during 1907 was of a tentative character, and has since been modified, I propose to outline the courses of study arranged for 1908. Further modifications are proposed in 1909.

There are three first-year courses:—

(*a*) A University Course for such matriculated students as seem fitted to profit by attendance at University lectures. Such students, in addition to their University work, are expected to take the professional parts of the ordinary College course. It is desirable in the interests of these students, whose number is likely to increase, that the course in Education should be regarded as an integral part of their course for the degree in Arts.

(*b*) A course of purely professional work for such students as have graduated before entering the College.

(*c*) Ordinary course taken by the remaining students of the College. This course comprises the following subjects:—English, Education, Latin or French, Science and Nature Study, Mathematics, History, Geography, Drawing, Hygiene, Manual Training, Music and Voice Training, Observation, and Practice of Teaching. The details of these courses will be found set out in the College Calendar.

Second-year Courses.

(1) Ordinary Course.—Students are required to take each of the following compulsory subjects:—Education, English, Drawing and Manual Work, Music and Voice Training. In addition two of the following optional subjects:—Mathematics, Latin, French, History, Geography, and Nature Study, Physics and Chemistry. A restriction of the number of subjects taken in the student's second-year course is necessary, both in order to give some training in the method of independent study, and also to allow of sufficient time being given to the study and practice of teaching.

(2) Hawkesbury College Course.—Students taking this course are in residence during their second year at the Hawkesbury Agricultural College at Richmond, and take a course of study designed to prepare them

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them for work in rural schools. The Public School at Richmond is used as a practice school for these students, and during the winter vacation they attend at the Teachers' College for a short course of lectures in Education.

(3) Kindergarten and Infant School Course.—This course has been arranged to meet the requirements of students who contemplate taking up work in Kindergarten and Infant schools. The students teach under direction during four mornings each week, and attend at College in the afternoon for lectures. Special courses in the following subjects have been arranged:—English, Nature Study, Drawing, Music, Kindergarten Method and Organisation, Plays and Games, Principles of Teaching. These courses have been arranged with special reference to the requirements of teachers of young children. The Calendar will give such information as to details as is at present available.

(4) University Course.—Taken by students who have matriculated in either their first or their second college year.

Third-year Courses.

These courses are at present arranged with reference to the departmental requirements for teachers with special qualifications. A third year of training should be granted for one of the following reasons:—(*a*) To allow the student to complete his course of study for the Arts degree; (*b*) to allow the student to make a special study of one or more connected subjects with a view to becoming a teacher of these subjects.

At present the College courses are undergoing progressive modification in order to realise the principle stated at the opening of this Report and to adapt them to the requirements of school work. I may here indicate the nature of the changes which will be introduced in 1909. In the first-year ordinary course, no language other than English may be required from non-matriculated students. The time thus saved will be given to Nature Study and Science. The proposed increase of time is necessary since at present students enter with very poor qualifications in these subjects, and the importance of physical knowledge, both cultural and professional, demands a more thorough study than has so far been possible. So in 1909 six hours a week will be devoted to Nature Study and Science in the first-year course.

For matriculated students two alternative Pass courses at the University will be arranged, one predominantly literary, the other mainly scientific in character. For the abler students, capable of taking honours, special courses will be arranged to meet individual requirements. I have already pointed out that the burden of the combined College and University Course could be lightened by the recognition of a course in Education as one of the degree courses. It is also desirable that students should commence a course of study leading to a degree not later than their first college year. Very shortly the present arrangement which permits students to begin University work in their second college year will

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will be modified. Except in special circumstances it is not advisable for students to take up University work for the first time in their second year.

More radical changes are contemplated in regard to the second-year ordinary course. The guiding principle in these changes is the securing of more attention to the professional aspect of the work.

In 1909 the second year's work will be so arranged that the examination in the general or non-professional subjects will be taken at the close of the second term. The whole of the third term will then be devoted to an intensive study of the primary school subjects from the point of view of method, and this work will be connected with continuous practice work in the schools for two or three hours each day. The scheme at present followed, in the case of the Kindergarten and Infant School course, will be adapted to the requirements of the ordinary second-year students who require a much more thorough training than is at present given by seven weeks of practice spread over two years. The necessity for such more thorough professional training will become more pressing as the supply of pupil teachers comes to an end. The detailed arrangements for the working of the plan outlined are at present under consideration.

Practice in Teaching.

The arrangements for the year 1908 are as follow:—

First-year students spend one week each term in one of the Practice Schools attached to the College. They also attend a weekly demonstration lesson during two terms, and engage in a series of teaching exercises during the third term.

The second-year students spend four weeks, distributed throughout the session, in the Practice Schools. They attend weekly demonstration lessons and criticism lessons. For the latter the students are divided into groups of ten—each group under the direction of a member of the College staff. The small number in the group ensures frequent opportunity for giving criticism lessons, and also provides for more intimate and so more fruitful discussion of the lessons given. In addition, all students pay visits of observation to the school at Blackfriars. I desire to put on record here the indebtedness of both students and staff of the College to the Heads of the Practice Schools, who have in every way furthered the practice work, and rendered most valuable assistance to the students.

Physical Training.

During the past few years it has been increasingly recognised that attention to the physical development of the children is of the utmost importance. Especially is this the case in large urban centres, where the organisation of physical training is vital to the efficiency of the nation. But it is clear that unless the teachers have the necessary skill and knowledge, this important part of national education cannot be effective. Further, suitable opportunity for physical development is imperative if the student is to stand the strain of a College course. At present

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present the College arrangements are altogether inadequate in this respect. The physical training of the students should be far more thorough than it is at present. The women students, in particular, suffer under the present lack of attention to this important matter. Two things are necessary—(1) to provide the students with sufficient opportunity for physical exercises to secure their own health and physical development, and (2) to equip them so that they may give physical exercises to children with intelligent regard to physiological conditions. Want of intelligent application of physical exercises is calculated to do more harm than good.

The present inadequate arrangements require to be supplemented in the following respects:—

(1) The appointment of a consulting medical officer to the College, to undertake the inspection of the boarding homes and to advise on all matters connected with the health of the students. The College course on Hygiene should be made to bear definitely on the future work of the teacher in promoting the physical development of the children under his care.

(2) The appointment of an instructor and an instructress in physical exercises.

(3) The provision of a recreation field for at least one afternoon each week. This is a matter which it is hoped will receive immediate attention. I have also to point out that the present College buildings are altogether unsuited from a hygienic point of view.

Scholarships.

It is very desirable that one or more travelling scholarships be instituted in connection with the College, in order that the ablest of the teachers entering the service of the State may have the opportunity of studying educational organisation and methods in other countries. I would suggest that advantage be taken of the opportunities offered by the English Board of Education. The Board offer to "make their scheme for placing English teachers in French or German schools available for British subjects with suitable qualifications from the Colonies."

The College Library.

In such an institution as the Teachers' College the Library should do for the literary subjects what the laboratory does for the scientific subjects. It should put the student in contact with realities, and encourage the development of methods of study. The student in the past has, to far too great an extent, been provided with predigested material, which has made him incapable, in his after work, of fruitful independent reading. In consequence the teacher has relied for his material on outlines and text-books, and his work has lacked the reality that comes from some first-hand acquaintance with authorities. The Library, then, should occupy an important place in College work, and independent reading should be encouraged.

Efforts

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Efforts have been made during the past year in this direction, but the accommodation is sadly inadequate and the supply of books requires to be augmented. Arrangements are being made for providing the leading educational periodicals for the use of the staff and students, since through these especially is interest in professional work stimulated.

The Grading of Teachers.

I am strongly of opinion that the training of the students should, during the second year, be specialised to a greater extent than has been thought necessary in the past. The certificate should show the grade of work for which the student is best fitted. At present, owing to the absence of any such grading, teachers are frequently put in charge of classes for which they are unfitted, both by aptitude, training, and experience. Again, the practice of retaining a teacher for a continuous period of years with children of one age, is in my opinion, likely to impair the teacher's efficiency. Most teachers can teach well through a certain range of classes, and the opportunity of doing so by carrying forward a group of children for two or three years has been proved to increase interest and freshness of work.

But the main reason for the grading of teachers which is here suggested lies in the limited period of training. Experience seems to show that it is advisable to give continued practice with a few classes rather than to attempt to make the student superficially acquainted with the whole range of Kindergarten, Primary and Higher Primary work.

During the first year the students will be made generally acquainted with teaching in a variety of classes, and then during the second year the practice work will be specialised in order to fit the student for one of the following grades:—

(*a*) Kindergarten and Infant School Grade, to 8 years.
(*b*) Primary Grade, from 8 to 12 years.
(*c*) Super-primary Grade, from 12 to 14 years.
(*d*) Higher Primary and Secondary Grade, from 12 to 16 years.

During the present year a beginning has been made whereby these aims may be given effect to, and further modifications are contemplated during the ensuing session.

College Staff.

The College staff has been augmented during the past year, and is now fairly equal to the requirements of the institution. Further strengthening on the Science side will soon, however, be required. I desire here to record my high estimate of the work done by the various members of the College staff. They have shown an active interest in promoting the development of the College, and I am greatly indebted to them for many suggestions calculated to secure greater efficiency in the course of training. The conditions of work are very unsatisfactory and impose unnecessary strain and discomfort upon all. But the lecturing staff cannot possibly carry on their work in a satisfactory way until very much improved accommodation is provided. There is and must continue to be an appreciable loss in the efficiency of their teaching while present conditions exist.

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Conduct of Students.

The conduct and work of the students have been on the whole very satisfactory. I believe that very sound work has been done. The main weakness lies not in their application, but in their failure to pursue intelligent methods of study. To secure this a considerable reduction in the size of the groups is needed, and the substitution, to some extent, of methods less formal than the lecture. A beginning in this direction has been made, but here again want of accommodation makes it quite impossible to put the arrangements upon a really sound basis. Until more accommodation is provided the lecture, with all its imperfections, must remain the chief means of imparting instruction. Disciplinary problems are very seriously increased by the execrable arrangement of rooms and corridors, the inadequacy of the common room accommodation, and the want of space surrounding the College buildings. The students are so pent up that there is every inducement to disorder, and it says much for the good sense of the general body of the students that they have conducted themselves with so much restraint and consideration under very unsatisfactory conditions.

College Activities.

Every encouragement has been given to College activities lying outside the ordinary work. The value of such corporate interests is unquestionable as an element in the development of character.

Details regarding the various College societies will be found in the Calendar. I may here refer, however, to the Annual Address to the students, which was initiated during the present session. The Right Hon. G. H. Reid was the first to deliver this address. An Education Society has been established in connection with the College. Membership is at present limited to the staffs of the College and Practice School. The society meets once a month for the reading and discussion of papers. These it is proposed to publish from time to time. The society also proposes to organise a series of exhibitions in order that students and others may have an opportunity of studying various phases of school activity. In this connection the society will avail itself of the help offered by the English Board of Education in its last report.

Provision of Permanent Buildings.

Before bringing this report to a conclusion I should like to refer to a matter of considerable urgency. The buildings at Blackfriars, in which the College is at present located, are entirely inadequate to the needs of a College for Teachers. The classrooms are badly arranged, and insufficient both in number and in size; administrative accommodation, common rooms, &c., are almost entirely lacking; the laboratories are the merest makeshift. The organisation and working of the institution have caused the gravest difficulty to all concerned, and have constantly threatened to break down. The work of the College is carried on by a series of makeshifts which seriously impairs the value of the work done, and renders it quite impossible for the College to carry out thoroughly the work of training the large body of students entrusted

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entrusted to it. It is earnestly to be hoped that there should be no longer delay in taking immediate action to provide the accommodation recognised as required, if the training of teachers for the State and for the private schools is to be carried on as effectively as in other countries.

As regards the location of a modern College for Teachers, it is hardly open to doubt that it should be situated immediately contiguous to the University. Such a position is demanded in the interests of the nation, the college and the university itself. The University is the source of intellectual inspiration in the national life—and this work it accomplishes in large part through the persons trained in the University who take up the work of teaching. Nowhere can the influence of the University be greater than through the teachers of the primary and higher primary school. They are a source of inspiration to the great majority of the nation. A narrowness of outlook is often complained of as marking the primary school teacher—and such narrowness does reflect itself in a stunted national intellect. But it is not inherent in the man or in the nature of the work. It can be remedied, and it is for this reason that it is important to bring the young teacher in contact with University ideals. And with the rising level of qualification and broader outlook resulting from contact with University work there will be a raising of the intellectual standard among those entering the University from the schools with the result that the University will be able to do more of its own proper work.

Again, if the young teacher through University work comes in contact with other future leaders and directors of the community the result is likely to be far reaching. The school and the community will be brought into more fruitful co-operation.

A College for 400 students cannot be put up cheaply if it is to meet modern requirements. Two recent institutions of the kind in London have cost £40,000 and £60,000 respectively. The proximity of the University will to a certain extent reduce the accommodation that would be necessary if the institution were self-contained, and so will lessen the cost. New South Wales is the only State which is yet without a Teachers' College, and when it is considered that only one institution is contemplated a cost of between £40,000 and £50,000 would not be excessive for a body of 400 students.

Summary of Report.

1. More efficient development of professional aspect of the College work to be undertaken.

2. The raising of the entrance standard to the equivalent of the University entrance qualification.

3. Modification of conditions of admission in case of graduates.

4. Development of arrangements for Physical Training.

5. Provision of permanent buildings.

A. MACKIE,
Principal of the Teachers' College.

REPORT

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REPORT OF THE SUPERINTENDENT OF TECHNICAL EDUCATION.

I HAVE the honor to present to the Minister my report on the condition of Technical Education in this State during the year 1907 :—

The outstanding features of Technical Education work for the year just ended have been—

I. The introduction of the scheme of Continuation Schools into the State.

II. The establishment of Technical Classes in various parts of the State, and the employment of the Itinerant Teacher.

III. The expansion of the work at the Central College, and the erection of new buildings providing accommodation for and concentrating the work of the Departments of Architecture and Domestic Science.

IV. The expansion of work in Country Colleges.

I. THE INTRODUCTION OF THE SCHEME OF CONTINUATION SCHOOLS INTO THE STATE.

I look upon this as one of the most important movements introduced into the work of the College, inasmuch as it brings our State into line with the most modern methods of instruction adopted in countries acknowledged to be in the van of educational development. Any person who has visited Germany, and interested himself in educational matters, cannot but be surprised, and at the same time, delighted, with the provision made for the teaching of its adolescent population. The Fortbildungs Schulen, which are widespread in that country, are the scenes of great educational activity, and afford the very best opportunities to the poorer classes for obtaining for their children a good general education and a good trade.

The American people encourage their boys and girls to continue their education after the statutory period has expired, and facilities for this purpose are offered in several directions, the most important of which are the Manual Training High School, the Trades School, and the Continuation School. In some parts of the Eastern States, the three types of schools exist side by side in the same city, each well-supported, and each fulfilling a distinctive part.

In England and Scotland, in every large city, the system of Continuation Schools is a matter which receives the most careful attention, and the most prominent citizens give of their time and their means in maintaining such institutions. In the provincial towns of England, their success is great. The whole question has been well considered by the educationists of Great Britain, and, as showing its importance at the present time, and how it is exercising the minds of the best thinkers, even to making attendance compulsory, the following extracts are taken from the introduction to "Continuation Schools in England and Elsewhere—their place in the Educational System

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System of an Industrial and Commercial State," edited by M. E. Sadler, Esq., M.A., Professor of the History and Administration of Education—

But there is reason for thinking that once more the national minimum of school training should be raised. In the course of every year more than half a million children in England and Wales leave the public elementary schools at 13 or 14 years of age. Not more than one out of every three of these children receives, in point of general or technical education, any further systematic care. Yet those who fail to receive such care, are, broadly speaking, those who need it most. And the years which immediately follow the day-school course are the critical years of adolescence when stimulating instruction, technical training, and well-directed guidance in matters of conduct and personal hygiene are often most needed, and, if wisely given, most helpful towards healthy living and self-control. Those whose work lies among boys and girls of this age, especially in cities, lament the spoiling of promise and the waste of power which they see caused by lack of attendance and of invigorating discipline. Some economic changes have increased the mischief. It has never been so easy, as it is in England to-day, for a boy of 13 or 14 to find some kind of virtually unskilled work, involving long hours of deteriorating routine, in which there is little mental or moral discipline, but for which are offered wages that, for the time, seem high and flatter his sense of being independent of school discipline and of home restraint. The work lasts for a few years, and then leaves the lad, at the very time when he begins to want a man's subsistence, out of line for skilled employment, and only too likely to recruit the dismal ranks of the unskilled labour. Certain forms of industry, which make large use of boys and girls who have recently left the elementary schools, are, in part (except where the employers make special efforts to meet their responsibilities), parasitic in character and get more than they ought, and more than their promoters realise that they are getting, of the physical and moral capital of the rising generation. Many callings connected with transport and communication, and some branches of manufacture, use juvenile unskilled labour to a degree which, if no counteracting measures are taken, must cause grave and lasting injury to the national life.

It is in Germany that the most systematic and (so far as can at present be judged) the most successful efforts have been made to grapple with the question of the further training of boys and girls who have completed the course at the elementary day school. After Germany, stands Switzerland. In Denmark more has been done than in any other country to kindle national ideals and intelligent interest in co-operation among the country population. About a quarter of all the men and women between 20 and 50 years of age now engaged in Danish agriculture have passed through a people's High School. But the latter receive no pupils under 16 years of age (the great majority are between 18 and 25), and only 6 per cent. of their students come from the towns. Thus, though unrivalled in the spirit and efficiency of their work within its own sphere, these schools have not addressed themselves to the task (much more urgent, it will be remembered, in large towns than in the country) of getting boys and girls to follow some regular course of further training during the years which come immediately after the close of the elementary day-school course. In France and in Great Britain no effort has been spared by voluntary workers and by the many public authorities in the organisation of classes, lectures, clubs, and institutes of all kinds for young people and for adults. But in both countries success has been greater in the case of older students than in the case of boys and girls who have just left the elementary day school. It is at the very point at which continuation school work is really continuative of what the elementary day school has begun that (with some brilliant and, fortunately, increasing exceptions) our efforts, like those of the French, have as yet, comparatively failed. And it is in the large towns that, under modern industrial conditions, such failure leads to the most serious results. In the United States far less has hitherto been done in the way of evening classes than in Great Britain or in France. This is partly compensated for by the fact that, in the more progressive States, the mass of children remain at the elementary day school a year longer than is still the case in France or in England and Wales. But in the great cities of the Eastern States, and especially in Massachusetts, the waste of mental and moral power caused by lack of suitable training during adolescence is now recognised as a grave evil which impairs the social welfare of the community and threatens its industrial efficiency.

In all these countries, therefore, public attention is being turned to the problem of continuation schools. And everywhere the lines along which thought is moving point to three conclusions. First, there is need for further limitation of the hours

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hours of juvenile labour. Secondly, the law should place all employers—including Government Departments, manufacturers, commercial firms, retail tradesmen, and employers of young domestic servants—under statutory obligation to enable young persons of less than 17 years of age who are in their employment to attend courses of technical and general instruction for four hours a week at times of day when the pupils are not too tired to profit by the teaching. And, thirdly, increased efforts should be made by the State to encourage local authorities and associations in organising, according to the needs of different localities and of different callings, courses of instruction which will be practically useful to young people of from 14 to 17 years of age, and so planned as to train them for healthy living and for the duties of citizenship.

These proposals raise many thorny questions. They mean a great extension of the educational responsibilities of the State. They would impose upon employers responsibilities which, in Great Britain, France, and the United States are not yet recognised by law. They would prolong the term of years during which every parent is answerable for his child's receiving education. In the collective interest they would curtail some socially undesirable forms of private profit.

As the purpose of the continuation school is to provide further instruction for those who have already left the elementary day schools, and have entered upon the practical work of life, whether as apprentices or as independent wage-earners, or in the duties of the home, it is necessary for the student of the subject to take into account the laws which regulate the employment of children and young persons in factories and workshops.

At present great numbers of children, on leaving the elementary day school, drift off into any kind of unskilled labour which may offer (for the time) attractive wage. These "blind-alley" occupations are baited at the entrance with the offer of good money. But the boys and girls who have entered them, perhaps with little thought on their own account and often with no effective guidance from parents or teachers, find themselves ousted a few years later by some younger competitor. And to this cause may partly be traced the excess of unskilled labour which forms a very serious part of the problem of unemployment.

The last chapter of the book discusses the question whether it would be expedient to make attendance at continuation schools compulsory in England and, if so, during what years; whether for girls as well as for boys; and whether in urban and rural districts alike or only in those areas (whether in town or country) in which the local education authority should so decide.

A beginning in our own State was made at Easter time, 1907, with seven pupils, in the Hurlstone Agricultural Continuation School, Ashfield, Sydney, the aim being—(i) to carry on the general education of boys, with special emphasis on science and the scientific method; (ii) to give them a thorough grounding in the theory and practice of agriculture.

In view of the important part agriculture is to play in the development of Australia, the Government has decided to afford increased educational facilities for the training of lads for agricultural occupations.

Inasmuch as Agriculture is a science, the modern agriculturist must enter his profession fully equipped; he must possess, in addition to intelligence, technical training and scientific knowledge. It is with the object of so training and equipping our youth in the science and art of improved husbandry, that the Hurlstone Agricultural Continuation School has been established. A careful study of the course of instruction will show that it has been arranged with the two-fold object of giving general culture and mental training, and also good practical knowledge. Its success under Mr. F. McMullen, M.A. (Sydney), and a graduate of Sydney Technical College, has been most marked, the full attendance, viz., fifty, having been

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been reached already. Goulburn is the first of the country colleges to establish a Continuation School. The Resident Master, A. J. Sach, Esq., seeing the need for lads leaving school to get a preparation for the land, formulated a syllabus thoroughly practical in its character, embracing instruction in subjects bearing upon the staple industries of the district, *e.g.*, sheep and wool and agriculture. Newcastle is making preparations for establishing a Continuation School in Electrical Engineering and Coal Mining, and with this end in view considerable additions to the present buildings in Hunter-street are now in contemplation. At Broken Hill a complete system of Education for this isolated part of New South Wales is under consideration. The District School, in reality a High School, will receive pupils from the Public Schools of the City, and after a term in the District School those intended for industrial work will pass on to the Technical College. It is intended to fully equip and staff the Broken Hill Technical College and establish it as a School of Mines. A sum of £1,000 has already been passed for engineering and physics equipment.

II. The Establishment of Technical Classes in Various Parts of the State and the Employment of the Itinerant Teacher.

During the year 1907, I made a tour of the greater part of the State for the purpose of bringing Technical Education under the notice of people in the country. The greater part of my work was propaganda in character, many towns and districts never having considered the subject.

I visited in all forty centres, and in every instance I am pleased to say that the attitude of the people towards Technical Education was very encouraging, and that my mission was received with enthusiasm, cordiality, and earnestness.

My invariable practice when visiting a town was to enlist the support of its public and business men and find out from them their views, at a citizens' meeting, on the requirements of the place in the matter of technical education. This generally gave me the key to the situation, and made the way clear for future action in regard to the formation of Technical Classes. As I was a whole day in some towns, I frequently lectured on a phase of Technical Education, principally dealing with ideals followed in other lands.

I now come to the question of the type of teacher to appoint to the charge of these classes throughout the State; and here, as in most matters, we have to consider expediency. As far as possible, wherever a local man can be found to fulfil the requirements of these duties he is selected. It is, however, a somewhat difficult matter to secure a local teacher who would combine with a general competency in his trade the other essential qualifications requisite to the office.

I have found, almost without exception, that the residents of the country prefer the city-trained teacher, presumably because they anticipate that he or she would be of greater value. Another phase

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of country opinion which has been forced upon me is that *all* teachers employed in country centres should be fully trained, and fully employed by the Government. This, of course, is the ideal attitude to take up; but in this, as in other matters, the solution is a compromise, and the employment of the itinerant teacher is, to my mind, the best solution of the difficulty. The reasons are not far to seek. In the first place, to have a staff of highly-competent teachers in every centre, whose efforts would be confined to that locality, would represent an expense which could not be undertaken at the present time. Another method is, therefore, forced upon me, and, as already stated, it is represented by the itinerant teacher. Through utilising the services of the itinerant teacher, the Department is enabled to escape the huge expense entailed by fixed trained instructors; but while a rightful economy is being practised in this respect, a certain expenditure is absolutely imperative in order to secure the necessary efficiency. To get the best value from this class of teacher, however, there are two important points to be determined—first, a more liberal rate for travelling expenses must be allowed; second, the Railway Commissioners, seeing that the work is purely educational, must be prepared to grant railway passes at liberal rates; or, failing this, the Government should provide a certain sum on the Estimates for the extension of Technical Education into the country districts.

The system of itinerant working has been introduced into the towns on the Southern line, and the pioneer work was entrusted to Miss A. Kirby. In two of thse centres, permanent classes in Domestic Science have followed her efforts, and the remaining towns are only waiting for the teacher to be appointed to start classes. Instruction in sheep and wool is much desired in several parts of the State, and the Lecturer-in-Charge, Mr. A. Hawkesworth, and his staff, are very busily employed in meeting demands. In some districts, we have been very fortunate in obtaining local sheep and wool men with good qualifications for the work and instruction, and these we have readily engaged for teaching classes; in other parts, we have been able to form classes and employ ex-students trained in the Sheep and Wool Department of our own College. During the recent vacation, Mr. H. Lord, Lecturer-in-Agriculture, visited the South Coast District and the Northern Rivers, and delivered a series of addresses to the residents on Agriculture. The great desire of the country people in pastoral and agricultural areas is for instruction in Veterinary Science, Practical Agriculture, practical suggestions regarding dairying, sheep and wool, and in the towns Domestic Science, chiefly cookery, woodwork, and commercial subjects. The class which is in universal demand is that of Veterinary Science, and fully twenty classes could be formed at once were the work placed under the Education Department. I am still of the opinion that the work legitimately belongs to the Department of Public Instruction, as I am unable to classify it outside the scope of Technical Education. I am much impressed with the possibilities for good that we have in the itinerant teacher under the conditions of our State. Indeed, I know of no better method

of

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of accomplishing the end desired. If the Railway authorities could see their way clear to a still further reduction in the fares of students travelling to Technical Classes, especially in the country, our attendances would be largely increased. The views of a distinguished man on the subject of itinerant teachers—the Right Hon. Horace Plunkett, P.C., Vice-President of the Department of Agriculture and Technical Instruction for Ireland—are so apropos that I do not hesitate to quote them here:—

> We hope, eventually, to see established as part of the educational machinery of every county in Ireland an Itinerant Agricultural Instructor, whose services shall be given exclusively and permanently to the particular county of the Council to which he is attached. If there is one feature of agricultural education which, having been tested to the utmost in every country of the world, has stood that test better than any other, it is the itinerant instructor. In our researches at the time of the Recess Committee this was a feature which in every country the administrator and the educationist laid stress upon, as showing invariably most fruitful results; and all the experience of the Department since has confirmed us in the faith which the experience both of England, Scotland, the Continent, Canada, and America, had implanted in our minds.
>
> Now, what are the functions, the work, and the qualifications of the itinerant instructor? His principal function, in a word, is to be the guide, philosopher and friend of the existing farmers. While, no doubt, a good many of the younger generation, even of the boys of the school-going age, will derive benefit from the teaching of the itinerant instructor, and while he will render an important service in supervising the practical course of agriculture in the schools in the county to be referred to later on, still his main concern is with the actual working farmers. For them it would be unnecessary to attempt a scheme of systematic instruction in the principles of agriculture. Comparatively few farmers wish to know by what mode of reasoning the scientific expert arrives at the conclusion that, while one class of soil would be benefited by an application of lime, a second should have a dressing of basic slag, and a third a mixture of basic slag and kainit. Similarly, with regard to every branch of agriculture, be it crop raising or milk production, the average farmer wants to know the most profitable practice to follow under a given set of conditions. Tell him this, and he will readily dispense with the scientific reasons on which the advice is based. But for all that, much can be done, even in this process, to increase the number of thinkers among the farming classes. Exactly what effect we may produce, time, and the working out of the entire scheme, alone can show. But we should aim at making every farmer an observer, an experimenter, and so a possible contributor to the progress of agricultural science. Of course we all know that the chief means to this end is by supplying the youth of the country with such training as will give them the power of working out agricultural problems on a scientific basis. But by bringing home to the existing farmers what is the practical outcome of that which has already been accomplished by the application of science to agriculture, a good beginning can be made. Some people believe that this can be accomplished by means of the agricultural press, and by leaflets. We hold strongly that printed information cannot possibly be made as efficient as the living agent.
>
> The itinerant instructor must be a man who has had a first-class training in science—such a training as will enable him to rely on his own judgment in deciding what should and what should not be recommended. But a first-class training in science is not enough. If possible, he should have been born to farming, and should have been steeped in it from his boyhood. Only then can he properly estimate the difficulties with which the farmer has to contend. Incalculable harm has been done to the cause of agricultural education by purely scientific men who too often are accustomed to speak lightly of the farmer's difficulties. In doing so they display great ignorance. Accustomed to work under the constant conditions that can be maintained in the laboratory, they would have the farmer to cultivate his land and feed his animals in accordance with formulæ deduced from laboratory experiments. They overlook the fact that farmers have to contend with a number of varying factors of a meteorological, biological, or economic nature. Some of these scientific gentlemen have themselves tried farming according to forumlæ, with the result that they have learned to place a higher estimate on the intelligence of the farmer, and the farmer a lower estimate upon the value of scientific training. The Department will

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will set its face against such teachers of agriculture, and more particularly against itinerant instructors in agriculture who are mere scientists, no matter how distinguished they may be.

Before dismissing the question of the qualifications of the itinerant instructor, it is desirable to add that these instructors should be familar with, and able to accommodate themselves to, the manners and customs and the sentiments of the people. I admit that a sufficient supply of such men will for some time be hard to get. Plenty of them have been born, but few made. We are making some, and the Department will, as I shall presently explain, lose no time in taking the necessary steps to meet the demand for these functionaries, which is already growing apace. But it must be remembered that the training of a functionary of this special and important type is not the work of a day, and that it will be wiser to wait for a thoroughly trained and competent man than to appoint a man imperfectly qualified to discharge such very responsible duties.

An itinerant instructor, who can gain the confidence of the people, and who, by showing a readiness to assist them in procuring the most recent information on every subject connected with their business, can become a power for great good in a county. This is the class of instructor that the Department wish to see.

I have spoken hitherto of only one type of the itinerant instructor—the Instructor in Agriculture—because this is, in the main, the permanent type, whose work we hope to see established as part of the regular administrative life of every county. But there will be other instructors for special subjects and industries. Already in a few counties we have itinerant instructors in poultry-keeping, whose business it is to teach, especially the women—the wives and daughters of the farmers and labourers—how to rear poultry on the most efficient lines. Similarly we hope there will be dairy instructresses and teachers of bee-keeping, cottage gardening, fruit-growing, and every similar industry, by means of which the labourer and small farmer can be shown how to make the most of his holding. We hope, moreover to have itinerant instruction in cookery and domestic economy, provided for districts in which the school facilities do not suffice for the teaching of these subjects to the girls of the agricultural classes.

III. The Expansion of Technical Education Work at the Central College, Sydney, and the provision for accommodating and concentrating the Departments of Architecture and Domestic Science.

For a long time the need of extra accommodation for the numbers in actual attendance has been felt. The pressure was experienced in every department, but was probably greatest in the two departments of Architecture and Domestic Science. In the former, it became imperative to have a proper co-ordination of the various branches, and the suite of buildings now well on towards completion will allow of that concentration of work so necessary to a properly organised department. Mr. James Nangle, Lecturer-in-charge, will soon occupy rooms which will give him scope for this very important and popular branch of the College's work.

The College took a step forward during the year when it entered on its career as a Training College of Domestic Science, including cookery, laundry, housewifery, to prepare teachers for appointments under the Department of Public Instruction for the Primary Schools and Technical Colleges. The old buildings proving quite inadequate for the work, plans for a structure to meet the altered conditions were approved by the Minister, and the new buildings will be ready for occupation within a few weeks from date. The teachers trained last year under Miss Monro are all engaged in the

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the city and country, and a new session has just commenced. The scheme of training provides for a regular supply of teachers. There is no lack of young lady candidates of good home training, pleasing manners, and general aptitude for the duties. Miss Jones and Mrs. Nickolls have been added to the Training Staff. The additions on this side of the College will also make fairly good provision for Dressmaking and Millinery Classes, so successfully controlled by Miss M. E. Roberts.

The Mechanical Engineering workshops have not been able to accommodate the numbers seeking admission. The question of increased accommodation is before the Minister, and a recommendation has been submitted to double the area with a view to providing for all applicants.

Owing to the large number of applications for enrolment in the Sheep and Wool Classes, the matter of additional class-rooms has been considered, but nothing yet has been determined. In the meantime temporary premises have been secured at the Haymarket, and no applicants, therefore, will be debarred from attendance.

IV. The Expansion of Technical Work in Country Colleges.

There has been a steady development of work in the country Technical Colleges. Allusion has been made already to what is contemplated in the matter of expansion at Broken Hill and Newcastle, and to what has been accomplished in the establishment of a Continuation School at Goulburn.

When the improvements now in course of progress are completed at Bathurst, the Cookery Classes will be well accommodated. A movement was started in the town and district for the establishment of a School of Mines. The Resident Master is capable of taking most of the subjects in the curriculum, and the machinery required for teaching is in the College. There is the nucleus of a School of Mines in Bathurst, and all that is necessary to start the work is the student classes.

The great development of the coal-mining centres in the vicinity of West Maitland has proved the necessity for expansion in the Technical College. The site is a good one, but the buildings are in a most dilapidated condition. Plans for new buildings, to cost £7,000, are now ready, and tenders will be called for on an early date.

At Hillgrove the classes in mining and allied subjects have been well maintained. Plans are now being prepared for the erection of a building in which to carry on the classes.

At Albury the people are meeting with the object of securing a site for Technical College purposes. Up to date the buildings of the local Public School have been used, but it is now found that the class-rooms can no longer be spared for technical classes.

V. Suburban

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V. Suburban Technical Schools.

The development of Technical Education in suburban areas has only been partially successful.

Granville has made considerable headway in its industrial classes, and the time has arrived when a site for Technical College buildings must be secured. This is now engaging my attention.

At Erskineville a bootmaking school, which can be fairly designated a Trades School, has been successfully established. Valuable machinery has just been installed.

Petersham has been handicapped by an unsuitable building for college work. North Sydney has made little progress for somewhat similar reasons. Evening classes have been held in the Superior Public School, and arrangements have been made for conducting day classes in the School of Arts. A site for college work in a very central position has been approved by the Minister, and it is confidently expected that when suitable buildings are erected the classes will be numerously attended. The Balmain School is held in rented premises. Like North Sydney, its growth is not satisfactory. A site on which to erect college premises is under consideration. Waverley is giving consideration to the establishment of day classes in drawing, in addition to evening classes on the subject, and to classes in Domestic Science. Classes in Domestic Science were established in Kogarah and Camperdown. Classes in Drawing were carried on in Ashfield and Newtown with only moderate results as to attendance.

I am forced to the conclusion that the apparent apathy and indifference on the part of the parents are largely due to a complete ignorance of the Department's intentions and aims as regards the spreading of Technical Education. The realisation of this fact has led me to take up a large amount of propaganda work, and I still see in front of me much more of this stimulating duty. After all, it is but natural that parents will fail to secure for their children what they have no appreciation of themselves through never having been brought face to face with the situation.

VI. Scholarships and Bursaries.

A Committee, consisting of the lecturers on the College Staff, gave considerable attention to the question of scholarships for students of Technical Colleges, and formulated a scheme which provides for the admission of students from the remotest Public School to a Continuation School, from the Continuation School to the Technical School or College, from the Technical School to a specialisation in any one of the branches in the Central College, and finally into the field of research.

VII. Technical Day Schools.

In many large Technical Colleges in England the Technical Day School forms an important adjunct. In New Zealand there are several schools of this type, and every encouragement is offered to pupils who have reached the highest standard in the Public School to enter. Instruction is free, and the course lasts for three years. In South Australia the same institution is known as the Preparatory Day School,

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School, and a fee of £2 2s. per term is charged. The object of these schools is to provide instruction which will carry the student on from the age of 14, and, keeping in mind a liberal education, prepare him for admission into the departments in the Technical College. A great and notable weakness on the part of our New South Wales boys is seen in the mathematics. It is a rare experience to find boys well up in their algebra, arithmetic, geometry, and trigonometry, and without a good knowledge of these subjects little progress can be made in the Engineering Classes. The establishment of a Technical Day School would cure this defect. There is room for such a school as an adjunct to the Sydney Technical College; the course should not be less than two years.

VIII. Examinations.

The former system of examination has been reverted to this year, viz., employing gentlemen outside the Technical Education Branch to conduct the final examinations. Without doubt, this is the best practice to adopt for the College. In the first place, it is a good ethical principle that the teacher should be separated as far as possible from the examination of his own pupils. Of course, it is essential that the utmost care should be taken to employ examiners who will be capable of appreciating the work of the year, and who in other respects will be eminently suitable. The effect of this changed procedure is that teachers are not saddled with the drudgery of this important duty, following on, as it does, an arduous year's instruction, and they also have an additional satisfaction which accrues to them through the added force of new minds brought to bear upon their work. It is the bounden duty of the Department to do everything in its power to raise the status of its certificates, and maintain their value in the public mind. The changed procedure referred to is, I think, a step in this direction, for it must tend to improve the character of the examination. The following particulars in this respect will prove interesting. (See Appendix B.)

IX. Students' Association.

A very healthy organisation within the College is the Students' Association, numbering some hundreds of members. Its executive are to be complimented on the manner in which they carry out the aims of the Association, and on its general usefulness. The lectures, which are given monthly in the Physics Hall, are delivered by several of the city's prominent public men. They are well organised and numerously attended.

X. Support from Public Bodies and others.

The College is thankful for the support and interest of various public bodies. During the year 1907, the classes have been visited by the members of the Sydney Engineering Association, representatives of the Institute of Architects, members of the Builders' Association, and representatives of the Master Plumbers' Association. These various

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various bodies have given, by their visit, not only a great stimulus to College work, but they have, in some instances, given tangible proof of their interest by awarding valuable prizes. In the case of the Institute of Architects, students are encouraged to attend day classes in architecture. My thanks are due to these gentlemen, and also to many managers and employers of labour who willingly admit our students to the works which they control. This report would not be complete if reference was omitted to the cordial and strong support I receive from Inspectors of Schools and teachers during my visits to the country. I must acknowledge in this report most valuable assistance from these sources, and I point to it as a sign of that helpful co-operation between the workers in the great Educational Service of New South Wales.

XI. Question of Accommodation.

Allowing for all the new buildings now in course of erection and nearly finished at the Central Technical College, and for the buildings contemplated, the accommodation is not sufficient for present-day requirements. Several important departments are still in urgent need of additional room to carry on their work. Additional land, fully three acres in area, is necessary for the proper development of Technical Education in this great city.

XII. Conduct of Staff.

The staff, both city and country, have shown commendable zeal and earnestness. During the year I have personally met each member of the staff, and I have found each and all loyal to the College and the Department, and intelligent in the execution of their respective duties.

XIII. Outlook for the Year 1908.

I am sanguine regarding the outlook for the year 1908. I want another liberal vote for the future development in the suburbs and in the country, for teachers, building and equipment, and I especially need additional land to extend the Sydney Technical College, so that it may take its proper place among the most modern technical institutions of the world.

J. W. TURNER,
Superintendent of Technical Education.

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TABLES OF STATISTICS.

No. 1.—Schools in operation at close of 1906 and 1907.

Year.	High.	Public		Small Country Schools.*	Subsidised.†	Evening Public.	Industrial and Reformatory.‡	Total.	
		Schools.	Departments.					No. of Schools.	No. of Departments.
1906 ...	5	1,908	2,124	740	195	34	3	2,885	3,101
1907 ...	5	1,927	2,140	730	220	33	3	2,918	3,131
Decrease...	...	...	...	10	.....	1	.....	...	...
Increase...	...	19	16	...	25	.....	...	33	30

* Provisional, Half-time, and House-to-house Schools.

† Schools in thinly-populated districts in which the Department recognises a teacher engaged by two or more families, and pays a subsidy based on average monthly attendance. Such schools are regularly visited by Department's Inspectors.

‡ Schools under the control of a certificated Public School teacher at the following Institutions:—N.S.S. "Sobraon,' Industrial School for Girls, Carpenterian Reformatory. These schools are regularly visited by Department's Inspectors.

No. 2.—Classification of Schools in operation during, and at close of, 1907 (old and new classifications).

Schools.	Requisite Average Daily Attendance.	Old Classification.				New Classification.				
		Open at any time during 1907.		In operation at the close of School Year 1907.		Classes.	Open at any time during 1907.		In operation at the close of School Year 1907.	
		Schools.	Departments.	Schools.	Departments.		Schools.	Departments.	Schools.	Departments.
High Schools.....	....	5	5	5	5	.....	5	5	5	5
Public Schools—										
Class I	600 and upwards..	1,952	2,162	56	167	1	2,725	2,935	56	167
,, II	400 and under 600			48	116	2			48	116
,, III	300 ,, 400			28	49	3			83	116
,, IV	200 ,, 300			55	67					
,, V	100 ,, 200			150	151	4			377	378
,, VI	50 ,, 100			227	227					
,, VII	40 ,, 50			262	262	5			593	593
,, VIII	30 ,, 40			331	331					
,, IX	20 ,, 30			477	477	6			477	477
,, X	Under 20			282	282					
Provisional Schools	.....	409	409	393	393	7			1,016	1,016
Half-time Schools.....	.....	352	352	328	328					
House-to-house Schools ...	.....	12	12	9	9					
Evening Public Schools ...	.....	36	36	33	33	.....	36	36	33	33
Infants' Schools and Unclassified.	.....	.....	... ..	11	11	.....	.....	.....	7	7
Total	.....	2,766	2,976	2,695	2,908	.....	2,766	2,976	2,695	2,908
In addition to the above, Subsidised Schools and Industrial and Reformatory Schools were in operation as indicated below :—										
Subsidised Schools	.....	281	281	220	220	.....	281	281	220	220
Industrial and Reformatory Schools.	.....	3	3	3	3	.....	3	3	3	3
Grand Total	.....	3,050	3,260	2,918	3,131	.....	3,050	3,260	2,918	3,131

NOTE.—The following State-aided Schools were also in operation :—

The Sydney Grammar School.
The School for the Deaf and Dumb and the Blind.

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No. 3.—Schools opened and closed during 1907.

	Schools Opened.				Schools Closed.			Total number of new Schools.	Total number of Schools closed.
	Primary Schools.		Evening Schools.	Subsidised Schools.	Primary Schools.	Evening Schools.	Subsidised Schools.		
	New.	Reopened.							
Public	3	5	.....	.....	.....	.....	.....	.....	.....
Provisional	20	14	8	86	92	4	31	138	127
Half-time	8	14	.....	.....	.....	.....	.....	.....	.....
Total	31	33	8	86	92	4	31	158	127

No. 4.—Schools in operation in 1881, the first full year during which the Department was under Ministerial control, and the number open in 1907.

Schools.	Number of Schools and Departments in operation.		Increase, 1881–1907.
	1881.	1907.	
High Schools	.....	5	5
Superior Schools	58	325	267
Primary Public Schools	1,042	1,837	795
Provisional Schools	246	409	163
Half-time Schools	93	352	259
House-to-house Schools	.....	12	12
Evening Schools	57	36	21*
Subsidised Schools	.....	281	281
Industrial and Reformatory Schools	2	3	1
Total	1,498	3,260	1,762
Seats provided	98,721	220,372	121,651

* Decrease.

No. 5.—Number of Primary Schools for last seven years.*

Year.	Public.	Provisional.	Half-time.	House-to-house.	Evening.	Subsidised.	Total.
1901	1,889	428	436	20	41	...	2,814
1902	1,903	464	406	26	43	...	2,842
1903	1,913	476	404	24	41	49	2,907
1904	1,938	460	410	20	38	119	2,985
1905	1,940	456	392	17	42	192	3,039
1906	1,928	419	373	12	36	212	2,980
1907	1,952	409	352	12	36	281	3,042

* These figures denote the number of schools in operation throughout each year.

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No. 6.—Classification in detail of Schools for last seven years.

Year.	Old Classification.										Evening and Small Unclassified.	Subsidised.	Total.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.			
1901.....	52	39	38	54	131	252	239	423	821	149	616	.....	2,814
1902.....	54	39	41	51	133	251	241	412	789	125	706	.....	2,842
1903.....	54	43	38	54	138	243	269	396	749	131	743	49	2,907
1904.....	55	45	37	52	147	238	263	392	700	413	524	119	2,985
1905.....	55	46	37	51	149	237	261	389	686	407	529	192	3,039
1906.....	58	46	33	50	146	234	256	375	642	397	531	212	2,980
1907.....	56	48	28	55	150	227	262	331	477	282	774	220	2,910

Year.	New Classification.							Evening.	Infants and Unclassified.	Subsidised.	Total.
	I.	II.	III.	IV.	V.	VI.	VII.				
1907.....	56	48	83	377	593	477	1,016	33	7	220	2,910

No. 7.—Gross Enrolment for 1907.

	Boys.	Girls.	Total.
High Schools	469	439	908
Primary Schools*	141,088	129,440	270,528
Evening Public Schools	2,047	11	2,058
Subsidised Schools	1,279	1,264	2,543
Total	144,883	131,154	276,037

* Comprising Public, Provisional, Half-time, and House-to-house Schools.

Total gross enrolment for 1907 276,037
Total individual pupils, after deducting 14·6* per cent. to allow for multiple enrolments 235,736

* See footnote to No. 9.

No. 8.—Enrolment at other State-aided Schools.

The Sydney Grammar School	647
The Industrial Schools (2)	718
Carpenterian Reformatory School	174
School for Deaf, Dumb, and Blind	126
Total	1,665

No. 9.—Gross Enrolment at State Schools for past seven years.

Year.	High Schools.	Primary Schools.	Subsidised Schools.	Gross Enrolment.	Individual pupils after deducting to allow for multiple enrolments.	Increase or decrease on preceding year.
1901* ...	676	268,655	.....	269,331	242,398	3,408 (inc.)
1902 ...	661	270,741	.....	271,402	244,262	1,864 (inc.)
1903 ...	672	270,572	454	271,698	244,529	267 (inc.)
1904 ...	696	267,367	998	269,061	242,155	2,374 (dec.)
1905 ...	693	262,794	1,619	265,143	238,629	3,526 (dec.)
1906 ...	917	263,767	2,162	266,846	237,493	1,136 (dec.)
1907 ...	908	270,528	2,543	273,979	235,736	1,757 (dec.)

* From 1901 to 1905 inclusive, it was estimated that the individual pupils numbered 10 per cent. less than the gross enrolment. In 1906 11 per cent. was deducted. In 1907 returns obtained from 3,000 schools and departments showed that the multiple enrolment amounted to 14·6 of the gross enrolment.

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No. 10.—Ages of Scholars enrolled at State Schools during December Quarter, 1907.

Age.	Boys.	Girls.	Total.	Per cent. of Total.	Percentages for Last Three Years.		
					1905.	1906.	1907.
Under 4 years	22	21	43	·02	·01	·01	·02
4 years to 5 years... ...	326	299	625	·29	·16	·25	·29
5 years to 6 years... ...	4,158	3,709	7,867	3·76	3·37	3·72	3·76
6 years to 7 years... ...	9,319	8,712	18,031	8·62	7·95	8·70	8·62
7 years to 8 years... ...	12,085	11,106	23,191	11·09	10·34	10·49	11·09
8 years to 9 years... ...	12,099	11,167	23,266	11·12	11·34	10·98	11·12
9 years to 10 years... ...	12,198	11,089	23,287	11·13	11·23	11·41	11·13
10 years to 11 years... ...	12,693	11,427	24,120	11·53	11·75	11·52	11·53
11 years to 12 years... ...	12,475	11,210	23,685	11·32	12·01	11·77	11·32
12 years to 13 years... ...	12,699	11,358	24,057	11·50	12·09	11·39	11·50
13 years to 14 years... ...	11,504	9,963	21,467	10·26	10·51	10·54	10·26
14 years to 15 years... ...	6,525	5,798	12,323	5·89	5·89	6·13	5·89
15 years to 16 years... ...	2,366	2,383	4,749	2·27	2·32	2·15	2·27
16 years to 17 years... ...	800	831	1,631	·78	·74	·71	·78
17 years to 18 years... ...	261	303	564	·27	·23	·17	·27
Over 18 years	203	120	323	·15	·06	·06	·15
	109,733	99,496	209,229	100	100	100	100

No. 11.—Pupils at High Schools and Superior Public Schools for the past seven years.

Year.	High Schools.			Superior Public Schools.			
	Number.	Enrolment.	Average Attendance.	Number.	Departments.	Enrolment.	Average Attendance.
1901	4	676	488·8	113	274	80,414	59,753
1902	4	661	473·4	121	286	83,960	62,239
1903	4	672	484·3	129	302	86,636	63,919
1904	4	696	512·3	140	320	90,604	66,510
1905	4	693	524·2	141	323	88,234	64,452
1906	5	917	670·9	142	325	91,096	68,011
1907	5	908	669·3	142	325	92,926	68,923

No. 12.—Enrolment and Attendance of Pupils for December Quarter, 1907.

Schools.	Enrolment.			Average Attendance.			Percentage of average attendance to enrolment.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
High... ...	357	355	712	332·8	321·6	654·4	91·9
Primary ...	107,481	98,248	205,729	78,160·5	69,679·7	147,840·2	71·8
Evening ...	972	7	979	528·4	3·9	532·3	54·3
Subsidised ...	926	883	1,809	746·7	712·0	1,458·7	80·6
Total ...	109,736	99,493	209,229	79,768·4	70,717·2	150,485·6	71·9

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No. 18.—General Abstract of School Attendance for each Quarter of 1907.

	Number of Children on Rolls.									Average Daily Attendance.		
	Boys.	Girls.	Total.	C.E.	R.C.	Pres.	Meth.	Others.	Total.	Boys.	Girls.	Total
March Quarter.												
High Schools	385	399	784	382	69	139	107	87	784	350·1	342·7	692·8
Public Schools	103,945	94,139	198,084	103,640	27,989	23,000	28,514	14,941	198,084	77,213·3	67,968·6	145,181·9
Provisional Schools	3,697	3,333	7,030	3,496	2,035	812	417	220	7,030	2,734·5	2,463·3	5,197·8
Half-time Schools	2,192	1,905	4,097	2,203	1,214	341	214	95	4,097	1,645·1	1,457·6	3,102·7
House-to-house Schools	101	83	184	124	32	13	14	1	184	83·1	64·3	147·4
Evening Schools	872	.....	872	440	225	84	74	49	872	494·6	.....	494·5
Subsidised Schools	874	828	1,702	760	595	223	82	42	1,702	700·5	654·2	1,354·7
Total	112,066	100,687	212,753	111,045	32,239	24,612	29,422	15,435	212,753	83,241·2	72,950·7	156,171·9
June Quarter.												
High Schools	365	362	727	369	56	133	93	76	727	342·0	332·4	674·4
Public Schools	105,672	95,711	201,383	105,613	28,308	23,440	28,958	15,064	201,383	76,877·1	67,543·1	143,920·2
Provisional Schools	3,776	3,508	7,284	3,551	2,165	855	475	238	7,284	2,735·8	2,599·2	5,335·0
Half-time Schools	2,187	1,943	4,130	2,209	1,236	372	227	86	4,130	1,624·7	1,456·0	3,080·7
House-to-house Schools	95	81	176	111	38	10	14	3	176	76·5	66·0	142·5
Evening Schools	1,174	3	1,177	543	300	147	117	70	1,177	598·4	·3	598·7
Subsidised Schools	908	885	1,793	830	571	264	86	42	1,793	717·2	705·5	1,422·7
Total	114,177	102,493	216,670	113,226	32,674	25,221	29,970	15,579	216,670	82,471·7	72,702·5	155,174·2
September Quarter.												
High Schools	377	365	742	372	50	122	111	87	742	338·	323·7	656·7
Public Schools	105,200	96,189	201,389	105,653	28,208	23,622	28,823	15,084	201,389	73,200·4	64,889·8	138,090·2
Provisional Schools	3,590	3,291	6,881	3,344	1,991	831	472	243	6,881	2,484·1	2,286·6	4,770·7
Half-time Schools	2,134	1,839	3,973	2,062	1,252	346	231	82	3,973	1,571·0	1,350·7	2,921·7
House-to-house Schools	81	72	153	94	32	10	14	3	153	65·0	57·5	122·5
Evening Schools	1,156	6	1,162	500	318	115	134	95	1,162	556·5	2·8	559·3
Subsidised Schools	947	937	1,884	866	595	264	102	57	1,884	739·7	739·4	1,479·1
Total	113,485	102,699	216,184	112,891	32,446	25,310	29,886	15,651	216,184	78,949·7	69,650·5	148,600·2
December Quarter.												
High Schools	357	355	712	357	51	131	88	85	712	332·8	321·6	654·4
Public Schools	101,302	92,700	194,002	101,924	27,045	22,615	27,891	14,527	194,002	73,800·2	65,712·9	139,513·1
Provisional Schools	3,679	3,293	6,972	3,402	2,006	863	460	241	6,972	2,546·1	2,308·8	4,854·9
Half-time Schools	2,422	2,188	4,610	2,255	1,439	487	313	116	4,610	1,751·7	1,603·1	3,354·8
House-to-house Schools	78	67	145	90	32	6	14	3	145	62·5	54·9	117·4
Evening Schools	972	7	979	449	272	100	97	61	979	528·4	3·9	532·3
Subsidised Schools	926	883	1,809	829	591	251	91	47	1,809	746·7	712·0	1,458·7
Total	109,736	99,493	209,229	109,306	31,436	24,453	28,954	15,080	209,229	79,768·4	70,717·2	150,485·6

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No. 14.—Quarterly Enrolment and Average Attendance for 1906 and 1907.

Quarters.	Number enrolled.		Average Attendance.			
			Number.		Percentages.	
	1906.	1907.	1906.	1907.	1906.	1907.
March quarter ...	205,411	212,753	150,393·4	156,171·9	73·2	73·4
June quarter ...	212,094	216,670	155,256·8	155,174·2	73·2	71·6
September quarter ...	208,047	216,184	149,657·3	148,600·2	71·9	68·7
December quarter ...	205,414	209,229	149,738·6	150,485·6	72·8	71·9
Year's average...	207,741	213,709	151,261·5	152,607·9	72·8	71·40

NOTE.—Attendance at subsidised Schools is included in the figures for 1907, but not for 1906.

No. 15.—Enrolment and Average Attendance for last Seven Years.

Years.	Mean Quarterly Enrolment.	Average Attendance.	
		Number.	Percentage of Quarterly Enrolment.
1900	212,713	153,844	72·32
1901	212,725	154,404	72·58
1902	212,848	155,916	73·25
1903	213,318	154,382	72·32
1904	211,489	153,260	72·46
1905	209,227	152,105	72·69
1906	207,741	151,261	72·81
1907	211,912	151,179	71·34
1907 (including Subsidised Schools)	213,709	152,607	71·40

NOTE.—Omitting Subsidised Schools (1900 to 1906).

No. 16.—Teachers Employed in the State Schools on 31st December, 1907.

	I A.		I B.		II A.		II B.		III A.		III B.		III C.		Unclassified.		Totals.		Grand Total.
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
Principal Teachers	84	...	79	...	354	3	104	2	842	66	160	28	49	8	492	197	2,164	304	2,468
Mistresses of Departments.	...	44	...	25	...	147	...	...	...	1	...	...	...	...	...	1	...	218	218
Assistants	...	...	49	...	191	230	61	148	206	527	25	68	3	12	73*	254*	624	1,370	1,994
Students in Training—																			
First Year	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	74	69	143
Second Year	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	78	78	156
Totals ...	84	44	128	25	545	380	165	150	1,048	594	185	96	52	20	565	552	2,940	2,039	4,979

	Class I.		Class II.		Class III.		Probationers.				
	M.	F.	M.	F.	M.	F.	M.	F.			
Pupil-teachers	83	146	60	80	90	140	18	17	.....	251	383	634
Work-mistresses	.....								.....	...	97	97
High School Teachers...	.....								.....	28	12	35
Total Teachers of all ranks										3,214	2,531	5,745

* These figures include a number of ex-students who have passed in attainments for classification, but have yet to prove by two years' service as Assistant Teachers their fitness in practical work for classification.

NOTE.—In addition to the above, there were at the close of 1907 220 Teachers of subsidised schools and 4 Emergency Teachers (engaged temporarily).

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No. 17.—Teachers Employed in State Schools during past Six Years.

Year.	Teachers.*						Training Students.	Pupil Teachers.	Sewing Mistresses.	High School Teachers.	Totals.		Grand Total.
	1st Class.	2nd Class.	3rd Class.	Unclassified.	Totals.								
					Males.	Females.					Males.	Females.	
1902	267	1,208	1,752	875	2,494	1,608	76	1,115	80	28	2,988	2,413	5,401
1903	267	1,248	1,761	1,016	2,581	1,711	102	1,035	86	25	3,068	2,472	5,540
1904	268	1,292	1,876	877	2,637	1,676	85	1,077	78	28	3,133	2,448	5,581
1905	270	1,293	1,956	899	2,700	1,718	95	922	98	26	3,135	2,424	5,559
1906	270	1,280	1,974	965	2,753	1,736	185	759	96	34	3,164	2,399	5,563
1907	281	1,240	1,995	1,117†	2,788	1,892	299	634	97	35	3,214	2,531	5,745

* Comprising teachers, mistresses of departments, and assistant teachers. † See footnote to Table No. 16.

No. 18.—University Degrees held by State School Teachers.

Classification.	M.A. degrees.		B.A. degrees.		B.Sc. Degrees.		Total Teachers holding Degrees.		
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Total.
High School Teachers	5	4	13	3	...	...	18	7	25
Principal Teachers (Public Schools) ...	8	...	37	...	...	...	45	...	45
Mistresses of Departments	...	4	...	8	...	...	...	12	12
Assistant Teachers	6	...	47	9	2	4	55	13	68
Teachers of Science	...	...	...	...	6	1	6	1	7
Total...	19	8	97	20	8	5	124	33	157

No. 19.—Examinations held during 1907: General Results.

Persons examined.	Results.		
	Passed.	Failed, or only partially passed.	Total.
Teachers and Assistant Teachers	350	299	649
For Class I ... ... *50 passed	.....	.....	.....
„ II A ... ... 30 „	.....	.....	.....
„ II B ... ... 36 „	.....	.....	.....
„ III A ... ... 122 „	.....	.....	.....
„ III B ... ... 99 „	.....	.....	.....
„ III C ... ... 13 „	.....	.....	.....
Examined in Drawing only	18	32	50
Examinations of Students in Training Schools—			
*(a) Males	.....	.....	87
*(b) Females	.....	.....	77
Pupil-teachers— ...			
Passed final Pupil-teacher examination	282	63	345
Probationary Studentships (Candidates for)	.....	.....	.....
High School Candidates	.....	.....	764
Applicants for Training (not previously in Service) ...	9	3	12
„ „ (second-year Probationary Students)	88	†13	101

* Passed in literary attainments only.
† One of these retired from examination.

No. 19a.—Examinations during 1907: Detailed Statement.

The total number of examinees tested was 2,630, made up as follows:—

Teachers	699
Pupil-teachers (Candidates for training)...	345
Applicants for Training (Second year Probationary Students)...	101
„ „ (not previously in Service)	12
Candidates for Probationary Studentships	387
Candidates for High School Scholarships and Bursaries ...	764
Training College Students	316
Candidates for "Herald" and "Sydney Mail" Agricultural Scholarships	6
Total	2,630

Following

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No. 19a.—Examinations during 1907: Detailed Statement—*contd.*

Following are tabulated statements in greater detail of the results in connection with the above figures:—

Teachers.

First Class.

	Males.	Females.	Total.
Recommended for Class I B	40	10	50
Not yet completed, or failed	54	9	63
Examined in Drawing and passed	2	1	3
			116

Second Class.

Recommended for Class II A	20	10	30
„ „ II B	16	20	36
Not yet completed, or failed	66	44	110
Passed in Drawing (only)	3	3	6
Failed „ „	5	8	13
			195

Third Class.

Recommended for Class III A...	88	34	122
„ „ III B...	74	25	99
„ „ III C...	10	3	13
Not yet completed, or failed	98	28	126
Passed in Drawing (only)	5	4	9
Failed „ „	8	11	19
			388
Total for all Teachers			699

Pupil Teachers.

Examined for admission to Training College.

	Males.	Females.	Total.
Passed	122	160	282
Failed	14	49	63
Total	136	209	345

Applicants for training (not previously in the Service).

Passed	9
Failed...	3
Total	12

Second Year Probationary Students.

(Candidates for Training).

	Males.	Females.	Total.
Passed	42	46	88
Failed	2	10	12
Retired from Examination	...	1	1
Total	44	57	101

Candidates for Probationary Studentships.

Passed for 2nd Year's Course	9	6	15
„ 1st „	28	182	210
Failed	64	98	162
Total	101	286	387

High School Scholarships and Bursaries.

Examined in June, 1907.

	Scholarships.	Bursaries.	Total.
Boys	115	85	200
Girls	81	53	134
Total	...	...	334

Examined in December, 1907.

Boys	145	120	265
Girls	92	72	164
Examination cancelled...	...	1	1
Total	...	...	430
Total for year	...	...	764

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No. 19a.—Examinations during 1907: Detailed Statement—*contd.*

Training College Students.

Recommended as eligible by attainments.

Second Year Students.

	Males.	Females.	Total.
For Class II A	19	21	40
„ II B	18	21	39
„ III A	14	21	35
„ III B	13	1	14
„ III C	...	1	1
Resigned	1	...	1
Total	65	65	130

First Year Students.

For Class III A	...	3	4
„ III B	1	4	5
„ III C	8	11	19
Total	18	9	27
Granted 3rd year's training	4	3	7
Total number of College Students examined			164

No. 20.—Summary of Applications received during 1907 for Establishment of Schools.

Schools	Number received.	Number granted.	Number declined.	Number still under consideration.	Number actually in operation at end of year.
Public Schools	12	3	8	1	1
Provisional Schools ...	95	40	46	9	2
Half-time Schools... ...	26	15	11	...	4
House-to-house Schools ...	1	1	...	...	...
Evening Public Schools ...	9	8	1	...	8
Total	143	67	66	10	15

No. 21.—Public Schools: Applications for Establishment of.

Name of Place.	Post Town.	Minister's Decision.
Arncliffe West	Arncliffe	Declined.
Barren Jack	Goodradigbee ...	Granted.
Bellevue Hill	Waverley	Declined.
Campsie (Infants)	Campsie	Granted.
Coledale	Coledale	Declined.
Cronulla	Sutherland	Under consideration.
Marrar...	Marrar	Declined.
Quaker Hill	Blacktown	Declined.
Spring Vale	Gloucester	Granted.
The Gorge	Wallerawang ...	Declined.
Toorawangee	Toorawangee... ...	Declined.
Vale of Clwydd	Lithgow	Declined.

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No. 22.—Provisional Schools: Applications for Establishment of.

Name of Place.	Post Town.	Minister's Decision.	Name of Place.	Post Town.	Minister's Decision.
Allandale Silver Mine	Broken Hill ...	Under consideration.	Gunningrah	Bombala ...	Declined.
Arkstone	Arkstone ...	Declined—Half-time School granted.	Gunyermarildi ...	Warialda ...	Under consideration.
Back Creek	Naughton's Gap	Under consideration.	Hall's Creek	Bunnan ...	Under consideration.
Bearbong	Gilgandra ...	Declined—Half-time School granted.	Irrawang	Raymond Terrace	Declined.
Berendebba	Bland	Declined.	Lady Macquarie Dredge...	Dripstone ...	Declined.
Berry Park	Morpeth ...	Declined.	Limekilns	Limekilns ...	Declined.
Beulah	Illabo	Declined.	Lionsville	Lionsville ...	Granted.
Bonnie Brook ...	Balala	Granted.	London Lead... ...	Parkes... ...	Declined.
Bonshaw Road ...	Bonshaw ...	Granted.	Main Creek	Dungog ...	Granted.
Booroowool	Baan Baa ...	Granted.	Martin	Parkes ...	Declined.
Botfields	Bogan Gate ...	Declined.	McLaughlin River ...	Nimitybelle ...	Granted.
Bringle	Tooraweenah ...	Granted.	Middle Crossing ...	Bingara ...	Declined.
Buckaringah ...	Henty... ...	Declined.	Milpulling	Gilgandra ...	Granted.
Budgery	Budgery ...	Declined.	Mimosa	Coolamon ...	Declined.
Bullenbong	Collengullie ...	Declined.	Mongogarie	Casino ...	Granted.
Burragorang, Upper...	Burragorang, Upper.	Under consideration.	Monkittee	Braidwood ...	Declined.
Burrajoa	Lowesdale ...	Declined.	Mooball	Mooball ...	Declined.
Cabbage Tree Island...	Wardell ...	Declined.	Mooney Mooney ...	Coolac ...	Declined.
Caoura	Tallong ...	Granted.	Mountain View ...	Murrumbidgerie	Declined.
Carboona	Carboona ...	Under consideration.	Mount Dispersion ...	Euston ...	Declined.
Carrowobity ...	Forbes ...	Declined.	Mount Horeb ...	Grahamstown...	Declined.
Ceres Siding ...	Narromine ...	Declined.	Mount View	Kyogle ...	Declined.
Charley's Forest ...	Mongarlowe ...	Declined.	Old Koreelah... ...	Acacia Creek ...	Granted.
Charley's Hill ...	Oberon ...	Declined.	Orara Upper... ...	Orara Upper ...	Granted.
Clarenza	South Grafton	Granted.	Paling Yards... ...	Cudal	Granted.
Clyde River ...	Bateman's Bay	Granted.	Piora	Casino... ...	Granted.
Codner's Flat ...	Stuart Town ...	Granted.	Pullitop	Wagga ...	Declined.
Cook's Gap	Cassilis ...	Granted.	Rappville	Casino ...	Granted.
Cromer	Germanton ...	Declined.	Runnymede (aboriginal)...	South Kyogle...	Granted.
Dalveen	Eccleston ...	Granted.	Serpentine	Wingham ...	Declined.
Dwyer's Creek ...	Moruya ...	Granted.	Snarebrook	Bellengen ...	Granted.
Effingham	Boggabri ...	Granted.	Sterling	Cargo	Granted.
Ettrick	Kyogle ...	Granted.	Tara	Coolamon ...	Granted.
Fiddle Creek... ...	Casino ...	Granted.	Taramia North ...	Mulwala ...	Granted.
Furracabad West ...	Glen Innes ...	Declined.	Ten-mile Peg... ...	Young... ...	Declined.
Gara	Metz	Granted.	The Island	Narrabri ...	Declined.
Ghoolendaadi ...	Boggabri ...	Granted.	Torren's River ...	Port Macquarie	Granted.
Gidgenbah	Coonamble ...	Granted.	Tyagarah	Tyagarah ...	Declined.
Glen Elgin	Glen Elgin ...	Granted.	Walhallow (aboriginal)	Quirindi ...	Granted.
Goba Creek	Burrowa ...	Declined.	Wandoorangan Creek.	Forbes... ...	Declined.
Goodrich	Yeoval ...	Granted.	Warrell Creek Lower.	Macksville ...	Granted.
Goondah	Goondah ...	Declined.	Warren	Wagga ...	Under consideration.
Goorudee	Adaminaby ...	Granted.	Watson's Creek Lower	Watson's Creek	Under consideration.
Grabben Gullen Road.	Crookwell ...	Declined.	West Creek	Adelong ...	Declined.
Grose's Creek ...	Uralla... ...	Granted.	White Rock	Lewis Ponds ...	Declined.
Gunningbland Siding.	Bogan Gate ...	Declined.	Womelguy	Stewart's Brook	Declined.
			Wylie Creek	Wilson's Downfall	Declined.
			Yalgogrin South ...	Narandera ...	Granted.
			Yidah	Barmedman ...	Under consideration

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No. 23.—Half-time Schools: Applications for Establishment of.

Name of Place.	Post Town.	Minister's Decision.
Beeby	Parkville	Declined.
Benleigh	Grafton	Granted.
Burren Burren	Mogil Mogil	Granted.
Chippendale	Curban	Granted.
Cliffdale	Parkville	Declined.
Colombo	Braidwood	Declined.
Fairfax	Baan Baa	Declined.
Green Gully	Wollomombi	Granted.
Greenmantle	Lyndhurst	Declined.
Havilah	Curban	Granted.
Kenilworth	Timbery Range ...	Granted.
Kentucky	Milbrulong	Declined.
Killarney	Bombala	Declined.
Maroona Siding	Bourke	Declined.
Mogil Mogil	Mogil Mogil	Granted.
Mount Davis	Lyndhurst	Declined.
Myrtle Creek, Lower	Myrtle Creek ...	Granted.
Myrtle Creek, Upper	Myrtle Creek ...	Granted.
Prahran	Cooma	Granted.
Springwell	Cooma	Granted.
Tollendool	Milbrulong	Declined.
Urila	Burra	Granted.
Warragai	Grafton	Granted.
Wilga	Bulgeroi	Declined.
Woodenbong	Kyogle	Granted.
Woodenbong Creek	Kyogle	Granted.

No. 24.—House-to-House Schools: Applications for Establishment of.

Name of Place.	Post Town.	Minister's Decision.
Central Bucca	Bucca	Granted.

No. 25.—Evening Public Schools: Applications for Establishment of.

Name of Place.	Post Town.	Minister's Decision.
Bective	Bective	Granted.
Bega	Bega	Granted.
Broken Hill	Broken Hill	Granted.
Bukkulla	Bukkulla	Granted.
Glen Innes	Glen Innes	Granted.
Henty	Henty	Declined.
Muswellbrook	Muswellbrook ...	Granted.
Naremburn	North Sydney ...	Granted.
Temora	Temora	Granted.

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No. 26.—Public Schools' Savings Banks' Statistics.

Year.	No. of Banks.	Deposits.			Withdrawals.			Withdrawals of Accounts of £1 and upwards for Deposit in Government Savings Bank as Children's Individual Accounts.			Totals of Credit Balances.		
		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
January, 1887, to December, 1897	255 to 649	124,538	19	5	117,134	19	4	33,951	15	3	7,404	0	1
1898	630	14,579	15	5	15,880	1	10	4,101	17	0	8,103	13	8
1899	633	16,664	8	6	15,655	8	10	4,506	4	10	9,112	13	4
1900	643	17,204	3	7	16,792	10	10	4,300	0	1	9,524	6	1
1901	652	17,353	4	9	16,693	11	9	4,171	18	8	10,183	19	1
1902	653	17,436	7	2	18,069	0	0	4,085	16	2	9,551	6	3
1903	667	15,169	11	5	15,831	8	9	2,548	16	5	8,889	8	11
1904	669	16,406	12	0	16,019	15	0	2,523	10	5	9,276	5	11
1905	678	20,495	9	10	18,993	18	3	2,657	2	2	10,777	17	6
1906	678	18,519	7	3	20,508	14	1	4,231	12	8	8,788	10	8
1907	681	24,662	14	2	23,408	8	5	5,641	16	10	10,042	16	5
Totals		303,030	13	6	294,987	17	1	72,720	10	6			

No. 27.—Cookery Classes in Public Schools.

Number in attendance at Cookery Classes 2,109

The following is a list of the Schools of Cookery in operation during the year:—

Place.	Remarks.
Parramatta Industrial School	Open all the year.
Fort-street	,,
Redfern West	,,
Petersham	,,
Paddington	,,
North Sydney	,,
Balmain	,,
Burwood	,,
Kogarah	,,
Parramatta	,,
Newcastle	,,
West Maitland	,,
Plattsburg	,,
Camperdown	,,
Enmore	,,
Sydney Girls' High School	,,
Grafton	,,
Wickham	Open for 6 months.
Bowral	,,
Lismore	,,

No. 28.—University Junior and Senior Examinations—Passes from State Schools for 1907.

School.	Senior, 1907.	Junior, 1907.	School.	Senior, 1907.	Junior, 1907.
Ballina (Superior) ...	.....	3	Parramatta (Superior)	.....	3
Bellingen	.....	2	Petersham (Superior)...	.....	2
Burwood (Superior) ...	.....	5	Taree (District) ...	.....	5
Cleveland-st. (Superior)	.....	21	Walgett	.....	2
Dubbo (District) ...	.....	10	Woollahra	.....	7
Fort-street (Model) ...	11	99	Wollongong (District)	.....	3
Glenmore-rd. (Superior)	.....	2	Fourteen other Public Schools each passed one candidate.		
Grafton (District) ...	.....	6			
Kempsey West (District)	.....	2	Passes from Public High Schools.		
Kogarah (Superior) ...	.....	10	Sydney Public (Boys')	11	39
Lismore (District) ...	.....	4	Sydney Public (Girls')	6	28
Mosman (Superior) ...	.....	3	Maitland Public (Boys')	2	6
Mudgee (District) ...	.....	2	Maitland Public (Girls')	1	6
Orange (Superior) ...	.....	4	Newcastle Public ...	1	10

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No. 29.—High Schools: Enrolment and Attendance.

School.	Total Enrolment.	Average Quarterly Enrolment.	Average Daily Attendance.
Sydney (Boys)	321	256	233·1
„ (Girls)	330	287	256·9
Maitland (Boys)	89	69	64·5
„ (Girls)	50	37	32·8
Newcastle (Boys)	59	45	41·8
„ (Girls)	59	45	40·2
Totals	908	739	669·3

No. 30.—High Schools: Enrolment, Attendance, and Fees.

Year.	Total Enrolment.	Average Quarterly Enrolment.	Average Daily Attendance.	Fees received.
				£ s. d.
1903	672	520	484·3	3,545 17 0
1904	696	550	512·3	3,689 3 6
1905	693	563	524·4	3,481 5 6
1906	917	723	670·9	3,350 0 6
1907	908	739	669·3	3,616 14 8

No. 31.—High Schools: Success at University Examinations.

School.	Junior Examination.		Senior Examination.		Matriculation Examination, not including passes at the Junior and Senior Examinations.
	Pass only.	Pass qualifying for Matriculation.	Pass only.	Pass qualifying for Matriculation.	
Sydney (Boys)	12	27	1	10	4
„ (Girls)	28	3	6	3	8
Maitland (Boys)	4	2	.....	2	3
„ (Girls)	6	.....	1	.....	2
Newcastle	6	4	.....	1	2
Totals	56	36	8	16	19

NOTE.—For University distinctions gained by High School pupils, and also for the number of Matriculation passes gained by them at the Junior and Senior Examinations, 1907, see Table No. 33.

No. 32.—High Schools: Scholars and Bursars.

The number of Bursars and Scholars in attendance at each High School during December Quarter, 1907, is given below :—

Schools.	Bursars.	Scholars.
Sydney (Boys)...	48	50
„ (Girls)	48	42
Maitland (Boys)	6	13
„ (Girls)	8	10
Newcastle	19	34
Totals	129	149

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No. 33.—University Distinctions gained by High School Pupils.

Sydney Boys' High School.

Junior Examination, 1907.

Medals for proficiency in individual subjects.

English—C. A. Bourne; W. B. Brown (*prox. acc.*).
French—A. J. Bulteau.
Algebra—C. A. Bourne (*prox. acc.*), S. J. G. Davis (*prox. acc.*).
Geometry—A. E. Moore (jr. 1905).
Physics—C. H. Blumer.

Senior Examination, 1907.

Medals.

Algebra—W. R. Brown.
Geometry—W. R. Brown.
Trigonometry—W. R. Brown.
Mechanics—W. R. Brown.
German—S. J. Blumer (*prox. acc.*).

Matriculation Scholarships.

Barker Scholarship No. 2 for Mathematics and Horner Exhibition—W. R. Brown.
Lithgow Scholarship for French and German—S. J. Blumer.
Freemasons' Scholarship—S. J. Blumer.

As will be seen from the accompanying list, 10 out of the 11 boys who passed, secured Honours at Matriculation.

Honours at Matriculation.

W. R. Brown	Mathematics, Class I. French, Class I. Latin, Class II.
S. J. Blumer...	German, Class I. Mathematics, Class III. French, Class I. Latin, Class III.
L. May	French, Class I. Latin, Class I.
G. A. Smith...	French, Class II. Latin, Class II.
H. F. Webster	Mathematics, Class II. French, Class III.
R. V. Graham	French, Class III. Latin, Class III.
E. A. Southee	Mathematics, Class III. Latin, Class III.
J. Y. Mackinnon	Mathematics, Class II.
N. W. Richardson	French, Class III.
R. P. Lane	Mathematics, Class III.

Sydney Girls' High School.

Senior Examination, 1907.

Fairfax Prize—Marion Agnes Connell.
1st Class Pass, English—Maud I. Jones.
„ „ Acacia D. Maiden.
„ Algebra } Marion A. Connell.
„ Geometry } Marion A. Connell.
„ Trigonometry } Marion A. Connell.

Honours at Matriculation.

1st Class Honours, Mathematics—Marion A. Connell.
3rd Class Honours, French { Marion A. Connell. / Acacia D. Maiden. / Irene M. Patison. / Maud I. Jones. / Dorothy Burns.

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No. 34.—University Distinctions gained by Pupils of Fort-street Model Public School.

Number of pupils who passed Junior Examination in 1907	{ 75 boys 24 girls }	99
,, ,, Senior Examination in 1907	11 boys...	11
,, who matriculated at Junior Examination in 1907 ...	16 boys.	
,, ,, Senior ,, 1907 ...	5 boys.	

One boy passed the March Matriculation Examination.

The following scholarships, medals, and honours were won by pupils :—

Junior Examination.

Geography—Gordon Linsley (medal) } *æq.*
Agnes Newcombe (medal) }
Bessie Spencer (*prox. acc.*).
Arithmetic—Norman Fox (*prox. acc.*).
Physiology—Bessie Spencer (medal).
Geology—Dorothy Perry (*prox. acc.*).

Senior Examination.

English—Archibald J. Collins (medal).

Honours at Matriculation Examination.

A. J. Collins	French, Class I. Latin, Class II. Mathematics, Class II.
Eric Main...	French, Class I. Mathematics, Class II.
H. Mason	Latin, Class II. French, Class II.
H. E. Reid	French, Class III.
A. W. Chisholm	French, Class III.
T. C. Robyns	French, Class III.

Other Examinations.

Law Matriculation Examination	1 boy passed.
A.M.P. Examination	1 boy passed.
Public Service Examinations	9 boys passed.
Institute of Bankers	4 boys passed.

Alliance Française Examination.

Senior Division (Grand Prix)	John Malcolm.
Intermediate Division	1 prize.
,, ,, ...	1 certificate.
Junior Division (First Prize)	Robert Dexter.

No. 35.—Public School Sites obtained in 1907.

Number of sites granted by the Government	31
,, ,, resumed under Public Works Act, 1900	17
,, ,, purchased	8
Total number of sites secured during year, as per following lists	56

School Sites granted by the Government.

Abermain	Glenroy	Sussex Inlet
Argalong	Goodrich	Thule
Ariah Park (reservation only)	Illewong	Ulladulla (additional)
Bean Tree	Kendall (reservation only)	Walhallow
Blaxland	Milpulling	Wallaroo
Cangai Copper Mine	Minjary	Westbrook
Dobie's Bight	Morven	Wellington (additional)
Dullah	Myrtle Creek, Lower	Woolomin
Ebor	Oranmeir	Yagobie
Ewett's Creek	Pappinbara, Upper	
Fiddle Creek	Pinnacles	

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No. 35a.—School Sites resumed under Public Works Act, 1900.

Name of Place.	Area.	Amount already paid.	Estimated amount still due.
	a. r. p.		£ s. d.
Birrego	2 0 0	Nil: Gift from Thomas Dunne ...	.....
Canberra	2 0 0	.....	10 0 0
Cryon	2 0 0	.....	2 0 0
Dorroughby Grass ...	2 0 0	.....	56 0 0
Eusdale	2 0 0	Nil: Gift from Mrs. M. J. Knight	.....
Five-mile Tree	2 0 0	.....	5 0 0
Forest Creek	2 0 0	£2 0s. 9d....	.....
Keerrong	2 0 0	Nil: Gift from J. T. Martin ...	.....
Morebringer	2 0 0	.....	12 0 0
Myocum	0 1 25	.....	10 3 0
Oak Vale	2 0 0	.....	6 3 4
O'Connell	1 0 0	.....	20 0 0
Stratford	1 3 3	.....	1 0 0
Warri	2 0 0	Nil: Gift from E. Bowditch ...	.....
Wheatlands	1 0 0	Nil: Gift from T. Nagles ...	.....
Wilgabone	2 0 0	.....	2 0 0
Yowrie	2 0 0	.....	2 0 0
	30 0 28	£2 0s. 9d.	£126 6 4

No. 35b.—School Sites purchased.

Name of Place.	Area.	Amount Paid.
	a. r. p.	£ s. d.
Bondi	0 1 15¼	575 0 0
Campsie	0 2 23½	236 11 3
Dulwich Hill	0 0 26	238 17 3
Flemington	1 1 35½	480 0 0
Forbes	0 3 0	750 0 0
Greenwich	1 1 37¾	1,168 3 0
Picton	1 3 4¼	420 0 0
Underbank	2 0 0	6 0 0
	8 2 22½	£3,874 11 6

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No. 36.—Technical Education: Balance-sheet for 1907.

Receipts.			Disbursements.			
1907.	£ s. d	£ s. d.	1907.	£ s. d.	£ s. d.	
To Credit Balance from 1906	.....	2,144 6 2	*Sydney and Branch Colleges and Technical Classes.*			
Amounts received from the Treasury, on account of :—			By Salaries—Administrative	2,304 12 9		
Parliamentary Vote, 1906-7	17,700 0 0		,, Mechanical Staff	2,129 13 5		
Increments (Regulation 149)	6 5 0		,, Caretakers, Cleaners, &c.	1,327 4 4		
,, (Item 128)	50 10 0		,, Lecturers, Masters, Teachers, and Assistants	17,703 10 1		
Re-grading	87 15 7		Living Allowances	97 17 10		
Parliamentary Vote 1907-8	21,000 0 0		Apparatus, Fittings, and Furniture	1,203 9 8		
Increments	66 9 7		Materials	2,699 1 2		
Re-grading on Appeal	118 15 0		Prizes	188 7 3		
Treasurer's Advance Account	42 15 7		Library	176 5 6		
		39,072 10 9	Rent	483 5 11		
		41,216 16 11	Lighting	1,014 19 1		
			Ration Allowances	18 15 0		
			Repairs, Maintenance, &c.	488 2 6		
			Freight, Cartage, &c.	162 12 0		
			Travelling Expenses	651 13 10		
			Water and Sewerage	886 10 10		
			Sanitary Services	33 11 8		
			Cleaning Branch Schools	178 4 11		
			Sunday and Holiday Duty	32 5 9		
			Examination Fees	15 10 4		
			Overtime	79 6 1		
			Miscellaneous	246 12 11		
			Wages	231 9 2		
			Extension of Technical Education :—			
			Sydney : College Electric Lighting	75 5 8		
			,, Electrical Engineering Department	32 15 0		
			,, Improvements to Lavatories	96 18 3		
			,, Repairs, &c.	45 8 7		
			,, Gas Engine	121 0 0		
			Bathurst—Books for Library	8 13 4		
			Goulburn—Repairs to Workshops, &c.	79 0 0		
			Hurlstone—Repairs and Improvements	813 17 7		
			Broken Hill—Carbide	54 15 0		
			Maitland West—New Workshop	32 0 0		
			Petersham—Repairs, &c.	3 12 1		
					33,156 7 6	
			Sydney and Branch Technological Museums.			
			By Salaries	3,235 15 4		
			Wages, &c.	137 8 4		
			Travelling Expenses	180 14 10		
			Freight, Cartage, &c.	59 6 8		
			Water and Sewerage	110 8 4		
			Lighting	32 14 5		
			Sunday and Holiday Duty	112 0 0		
			Repairs, Improvements, Maintenance, &c.	76 4 7		
			Specimens and Materials	378 17 1		
			Insurance	60 11 5		
			Miscellaneous	5 8 3		
			Rent	50 0 0		
					4,939 9 3	
					38,096 16 9	
			30th June, 1907—Refund to Treasury of unexpended balance, 1906-7 Vote	.....	899 12 4	
			31st Dec.—Unexpended Balance, year 1907	.....	2,221 7 10	
		£41,216 16 11			£41,216 16 11	

Note.—In addition to the above, the following payments were made by the Treasury, year 1907 :—

	£ s. d.
By Sydney Technical College London Account	411 12 2
	£411 12 2

Public Works Fund.

Receipts.		Disbursements.		
1907.	£ s. d.	1907.	£ s. d.	£ s. d.
To Amounts received from the Treasury on account of :—		By Sydney College—Renovations	100 0 0	
1906-7 Vote	100 0 0	Goulburn—Additions to Workshops	87 7 0	
1907-8 ,,	200 0 0		187 7 0	
		31st December—Unexpended balance, year 1907	112 13 0	
	£300 0 0			£300 0 0

Technical Education Fees Account.

Receipts.			Disbursements.			
1907	£ s. d.		1907.	£ s. d.	£ s. d.	
To Credit Balances from 1906—			By Fees paid to Lecturers, Teachers, &c., also Miscellaneous	5,294 0 2		
At Treasury	1,309 3 5		Fees retained by Teachers of Branch Colleges and Classes	4,734 10 7		
,, Head Office	59 7 6				10,028 10 9	
Collections paid to Technical Education Fees Trust Account, Treasury	8,293 14 8		Transfer to Consolidated Revenue, 30th June	2,000 0 0		
Miscellaneous Re-credits	314 18 8		Refund to Treasury : Unexpended Balance, "H.O." Account, 30th June	309 11 1		
Collections retained at Branch Colleges and Classes	4,734 10 7		Unexpended Balances, Year 1907—			
			At Treasury	2,267 16 9		
			,, Head Office	105 16 3		
					4,683 4 1	
	£14,711 14 10				£14,711 14 10	

Expenditure on Technical Education, year 1907.

	£ s. d.
Technical Colleges and Classes	33,156 7 6
,, ,, (from Public Works Fund)	187 7 0
Technological Museums	4,939 9 3
Treasury Payments	411 12 2
Technical Education Fees	10,028 10 9
	£48,723 6 8

(Signed) A. E. BASSAN,
Accountant.

3rd March, 1908.

No. 37.

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No. 37.—Technical Education: Public School Classes in Sydney, Suburbs, and Country.

Public School Classes in Sydney, Suburbs and Country.

	1906.	1907.
Science	3	3
Manual Training	17	33
Art Drawing	4	3
Shorthand	43	32
Wood Carving	2	3
Typewriting	23	16
Elocution	75	60
Book-keeping	5	2
Dressmaking	—	1
Totals	172	153

No. 38.—Technical Education: Classes, Attendance, and Fees—1906 and 1907.

	Number of Classes.		Number of Individuals.		Number of Enrolments.		Weekly Average Attendance.		Number of Lecturers and Teachers.		Fees Received from Students.	
	1906.	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	1907.	1906.	1907.
											£	£
Sydney	126	129	3,944	4,711	6,154	7,067	4,515	4,831	84	89	5,582	6,579
Suburbs	62	69	747	977	847	1,043	512	616	17	25	647	886
Country	294	367	3,478	4,418	4,338	5,423	2,579	3,169	93	118	3,580	4,551
Public School Classes	172	153	4,232	4,129	4,255	4,129	2,165	2,644	55	41	1,198	1,030
	654	718	12,401	14,235	15,594	17,662	9,771	11,260	249	273	11,007	13,046

No. 39.—Technical Education: New Classes opened in 1907.

Centre.	Subject.
Sydney Technical College—	
	Road Carriage Building, Rail Carriage Building, Manual Training—Elementary (Paper Folding, &c.), Wood Carving (Public School Teachers), Zoology, First Aid, Cookery—Evening Classes, (Plain and Advanced), Domestic Economy (Evening Class), Motor Driving, Italian, Polishing of Wood, &c., Photo. Engraving.
Country Technical Colleges—	
Albury	Dressmaking and Millinery.
Bathurst	Cookery (Plain and Advanced), Laundry Work, Domestic Economy.
Blayney	Carpentry, Wood Carving.
Broken Hill	Electric Motor Driving, Cookery (Plain and Advanced), Laundry Work, Invalid Cookery.
Cobar	Mechanical Drawing.
Dubbo	Chemistry (Theory), Plain Cookery.
Goulburn	Plant Drawing, Fitting and Turning, Plumbing, Laundry Work, Cookery (Plain and Advanced), Sheep and Wool.
Granville	Carriage Building.
Grafton District—	
Maclean	Dressmaking.
Tucabia	,,
Lawrence	,,
Hillgrove	Wiring, Motor Driving, Physiology, Mine Surveying, Mining.
Illawarra District—	
Albion Park	Millinery.
Kiama	,,
Bulli	,,
Wollongong	,, Drawing (Freehand and Model).
Balgownie	Dressmaking.
Nowra	,, and Millinery.
Lithgow	Metallurgy, Engine Driving.
Maitland, West	Chemistry (Practical and Theoretical).
Manning River District—	
Khoribakh	Dressmaking.
Kramback	,,
Corumbark	Dressmaking.
Nabiac	,,
Failford	,,
Tuncurry	,,
Foster	,,
Newcastle District—	
Newcastle	Metalliferous Mining, Physics.
Dudley	Mine Surveying.
Orange	Chemistry, Geology.
Gosford	Freehand and Model Drawing.
Yass	Dressmaking, Millinery, Still Life, Model, Pen and Ink, Brushwork.
Gulgong	Dressmaking.
Country Itinerant Cookery Classes—	
Cootamundra.	
Junee.	
Temora.	
Wagga Wagga.	
Young.	
Armidale.	
Glen Innes.	
Hillgrove.	
Tamworth.	
Tenterfield.	
Bungendore	Dressmaking and Millinery.
Tamworth	Chemistry, Carpentry, Wood Carving, Freehand, Model, Design, and Plant Drawing.
Tenterfield	Book-keeping, Shorthand, Carpentry, Typewriting, Dressmaking.
Forbes	Freehand and Model Drawing.
Bega	Book-keeping.
Wellington	Cookery (Plain).
North Ryde	Freehand and Model Drawing.
Suburban Technical Schools—	
Balmain	Architecture.
Erskineville	Dressmaking, Millinery.
North Sydney	Dressmaking.
Kogarah	Dressmaking, Plain Cookery.
Camperdown	Plain Cookery, Dressmaking, Millinery.
Beecroft	Agriculture.
Hurlstone	Agricultural Continuation School.

No. 40.

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No. 40.—Technical Education: Public School Classes.

Manual Training—Armidale, Blayney, William-street, Darlinghurst, Leichhardt.
The following classes attend at Granville Technical School—Auburn, Auburn North, Canley Vale, Fairfield, Granville, Goughtown, Granville South, Guildford, Pitt Row, Rookwood, Granville North.
Wood Carving—Goulburn, St. Leonards North.
Elocution Classes—Orange, Broken Hill, Marrickville, Randwick, Greenwich, Coogee, Bourke-street (Surry Hills South).
Shorthand Classes—Cook's Hill, Orange, Blayney, Millthorpe, Molong, Katoomba.

No. 41.—Buildings: Works Completed and in Progress at end of 1907.

Works completed during the year.

	Number.	Places provided.	Total cost, not including cost of sites.	Average cost per building.	Cost per place.
			£ s. d.	£ s. d.	£ s. d.
Works under Public Works Department:—					
School-buildings	11	.....	10,533 12 2	957 11 0	.....
Additions	43	.....	13,200 17 1	306 19 11	.....
Residences	2	.....	917 0 0	458 10 0	.....
Additions to residences	20	.....	3,347 5 2	167 7 8	.....
Repairs, &c.	1,734	.....	25,613 2 5	14 15 5	.....
Works under Inspectors' supervision:—					
School-buildings	44	1,102	3,250 8 4	73 17 5½	2 18 11
Additions	10	162	487 13 4	48 15 4	3 0 2
Residences	2	.....	356 13 0	178 6 6	.....
Weather-sheds	3	.....	81 5 0	27 1 8	.....
Repairs to Schoolrooms	1,121	.....	6,979 16 4	6 4 6	.....
Repairs to Residences	188	.....	2,069 16 4	11 0 2	.....

Works in progress, but not completed at end of year.

	Number.	Places provided.	Estimated cost, not including cost of sites.	Average cost per building.	Cost per place.
			£ s. d.	£ s. d.	£ s. d.
Works under Public Works Department:—					
School-buildings	14	.....	18,129 4 2	1,294 18 10½	.....
Additions	29	.....	17,674 7 3	609 9 2	.....
Residences	3	.....	1,613 8 0	537 16 0	.....
Additions to residences	2	.....	89 0 0	44 10 0	.....
Repairs, &c.	90	.....	8,036 9 8	89 5 10	.....
Works under Inspectors' supervision:—					
School-buildings	30	507	2,347 2 5	78 4 8	4 12 7
Additions	5	83	338 17 0	67 15 5	4 1 7
Residences	...	.....	.....	.....	.....
Weather-sheds	1	.....	2 8 6	.....	.....
Repairs, &c., Schoolrooms	105	.....	1,188 14 9	11 6 5	.....
Do Residences	21	.....	486 1 6	23 2 11	.....

No. 42.—Important Works Completed during 1907.

	£ s. d.
Annandale, North—New School Building	4,411 16 5
Forest Lodge—Additions and Alterations to School	1,936 10 4
Balmain—Additions and Alterations to School	1,082 10 0
Parramatta, South—Additions and Improvements to School	1,113 0 0
Rose Bay—New School Building	975 0 0
Emu—New Class-room and Improvements	308 0 0
Helensburgh—Additions to School	624 14 0
Baulkham Hills—New Class-room	322 17 8
Canterbury—Additions and Alterations to School	411 19 6
Mt. Kembla—Additions and Repairs to Residence	454 4 6
Riverstone—Additions to School	341 16 4
Newtown, North—New Closets	756 4 0
Nicholson-street—Additions to Closets	348 10 0
Riley-street—New Kindergarten School	761 4 0
Dundas—Additions to School	433 16 0
Petersham—Domestic Economy Rooms	670 9 0
Rookwood—Repairs and Improvements	274 9 0
Ultimo Technical College—Painting	217 0 0
Jamberoo—Re-covering Roofs and Repairs	235 0 0
Camdenville—Improvements to School	249 0 0
Annandale—General Renovations to School	214 0 0
Camperdown—Improvements and Repairs to School	220 12 6
St. Peters—Temporary School Building	181 14 6
Albion-street—Additions and Repairs to School	229 12 0
Guyra—Additions to School	308 16 8
Barraba—Additions to School	442 15 0
Bathurst—Additions and Alterations	1,194 10 7
Eden—Alterations and Addition to School, New Residence	461 0 0
Pambula—New School	558 17 0
Mundongo—Additions to Residence	267 18 6
Shepards Town—Repairs	238 15 0
Jasper—New School	422 0 0

Kyogle

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No. 42.—Important Works completed during 1907—*continued.*

	£	s.	d.
Kyogle—New Residence	496	0	0
Eltham, late Cowlong—New School	452	0	0
Cessnock—Temporary School	506	18	0
Tuggerah—Additions to Residence	404	16	9
Adamstown—Repairs, &c.	362	5	2
Newcastle Hill—Repairs, &c.	491	18	2
Plattsburg—Repairs, &c.	516	17	3
Lambton—Repairs, &c.	218	0	0
Hamilton— Do	566	2	0
Merewether— Do	251	0	0
Wellington—Temporary Building	544	6	4
Nyngan—Additions	525	15	0
Taree—Extension	401	8	8
Nundle—New School and Residence	1,441	3	3
Moree—New Building	694	19	6
Broken Hill, Central—Additions, Boys' Department	980	10	0
Broken Hill, North—Painting and Repairs	343	15	6

No. 42a.—Important Works in Progress at end of 1907.

	£	s.	d.
Ultimo Technical College—Additions and Alterations to Carpentry Workshops	4,838	15	3
Ultimo Technical College—Additions and Alterations to Cookery School	2,002	16	0
Neutral Ray—Repairs and Improvements	383	10	0
Keiraville—Improvements	326	7	0
Leichhardt—Repairs and Painting	247	10	0
Mosman—Tar Paving, &c.	387	6	0
Parramatta Industrial School—New Water Service	322	16	11
Campbelltown—Repairs	310	10	0
Blackfriars—Conversion of Residence into Nature Study and Physics Rooms	350	0	0
	£9,169	11	2

No. 43.—Carpentry Workshops, Cockatoo Island: Balance-sheet for Year ended 31st December, 1907.

Dr.	£	s.	d.	£	s.	d.
To Materials, timber, &c.	3,981	6	7			
„ Instructors' wages	1,811	16	9			
„ Boys' wages	210	6	8			
„ Furniture and timber in hand, 31st December, 1906	1,171	1	4			
„ Sundries in hand, 31st December, 1906...	25	0	0			
„ Profit for year ended 31st December, 1906	2,888	5	7			
				10,087	16	11
Cr.						
By Furniture despatched	8,167	17	8			
„ Furniture and timber in hand, 31st December, 1907	1,889	19	3			
„ Sundries in hand, 31st December, 1907 ...	30	0	0			
				10,087	16	11

No. 44.—Finance: Comparative Statement of Expenditure for past Five Years.

	1903. Expenditure.	Per-centage of total expen-diture.	1904. Expenditure.	Per-centage of total expen-diture.	1905. Expenditure.	Per-centage of total expen-diture.	1906. Expenditure.	Per-centage of total expen-diture.	1907. Expenditure.	Per-centage of total expen-diture.
	£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.	
I. School Premises:—										
For sites, buildings, additions, &c.	100,955 10 1	11·73	72,051 5 0	8·50	58,820 8 0	7·02	89,975 4 9	10·21	102,428 17 5	11·11
II. Maintenance of Schools, not including administration:—										
1. Primary Schools—Salaries and allowances	656,572 7 5	76·21	671,203 4 6	79·16	682,607 11 3	81·36	687,306 18 8	77·96	704,814 15 11	76·42
2. Primary Schools—Other maintenance expenses.....	37,663 0 2	4·37	40,651 11 11	4·79	36,296 10 9	4·33	36,546 7 8	4·37	41,228 5 7	4·48
3. High Schools—Salaries and allowances..	6,111 10 0	·70	6,230 7 6	·74	6,435 15 8	·76	6,949 11 2	·79	8,378 19 7	·91
4. „ Other maintenance expenses, including Scholarships	3,725 14 6	·44	3,710 18 6	·44	4,024 12 8	·48	4,237 14 8	·48	4,566 14 8	·49
III. Administration Expenses:—										
1. General management	†28,584 2 8*	2·74	21,737 5 11*	2·57	20,224 17 11*	2·41	17,229 13 0	1·95	17,986 17 7	1·95
2. Chief Inspector's Branch, including Training Schools	32,932 1 10	3·82	32,255 2 5	3·80	31,467 2 3	3·74	37,335 8 2	4·24	42,830 9 8	4·64
Totals.....	861,544 6 8	100	847,829 15 9	100	839,976 18 6	100	881,580 13 8	100	922,295 0 5	100

* Including Minister's salary. † General Management expenses for 1903 includes £75 for Education Commissioners.

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No. 45.—Finance: Comparative Statement of Gross and Net Expenditure.

Year.	Number of Schools.	Number of Distinct Pupils.	The State Expenditure. On School Premises.	On Maintenance of Schools, including Administration, &c.	Total.	Less School Fees.	Net State Expenditure.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1899	2,641	233,233	90,936 8 8	646,153 19 2	737,090 7 10	78,358 2 6	658,722 5 4
1900	2,697	238,382	114,278 18 0	665,936 19 11	780,215 17 11	82,493 18 0	697,721 19 1
1901	2,741	241,790	57,663 6 1	703,973 13 9	761,636 19 10	80,240 5 9	681,396 14 1
1902	2,782	243,667	76,793 11 1	738,089 17 10	814,883 8 11	85,229 11 0	729,653 17 11
1903	2,797	243,516	100,955 10 1	760,588 16 7	861,544 6 8	82,906 5 8	778,638 1 0
1904	2,803	242,158	72,051 5 0	775,778 10 9	847,829 15 9	81,825 6 3	766,004 9 6
1905	2,901	238,629	58,820 8 0	781,156 10 6	839,976 18 6	81,367 12 7	758,609 5 11
1906	2,988	240,162	89,975 4 8	791,605 9 0	881,580 13 8	64,135 3 1	817,445 10 7
1907	3,050	235,736	102,428 17 5	819,866 3 0	922,295 0 5	*3,616 14 8	918,678 5 9

* High Schools only; fees in Primary Schools having been abolished.

No. 46.—Finance: Detailed Items of Expenditure for 1907.

Heads of Expenditure.	1902.	1903.	1904.	1905.	1906.	1907.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
I. School Premises:—						
1. Sites	1,121 11 1	1,475 3 6	2,269 0 2	3,553 0 4	3,239 5 8	5,750 13 5
2. Buildings, &c	35,445 3 1	51,728 13 4	31,015 14 3	16,575 19 5	27,551 6 6	28,882 8 8
3. Additions, repairs, &c.	30,976 15 4	38,574 17 11	29,327 7 0	20,187 8 10	49,817 17 0	57,005 5 2
4. Weather-sheds	378 6 6	521 15 2	259 1 0	332 18 3	797 7 1	743 3 7
5. Rent	1,351 13 0	1,359 13 5	1,271 12 3	1,526 5 5	1,367 8 10	1,304 9 2
6. Water and Sewerage rates	7,520 2 1	7,295 6 9	7,908 10 4	7,614 15 9	7,201 19 7	9,661 0 7
	76,793 11 1	100,955 10 1	72,051 5 0	58,820 8 0	89,975 4 8	103,347 0 7
II. Maintenance of Schools:—						
1. Teachers' salaries and allowances	644,961 3 11	662,683 17 5	677,554 7 6	689,037 1 11	604,256 4 10	713,193 15 6
2. Teachers' travelling expenses	4,724 12 9	4,702 5 2	4,557 10 6	4,701 15 5	5,792 2 0	6,534 1 0
3. Teachers' forage allowances	3,085 5 7	3,039 11 8	2,685 14 10	2,478 9 10	2,592 14 3	2,205 3 8
4. School fuel allowances	1,739 13 10	1,655 12 9	1,664 17 8	1,615 10 3	1,580 7 4	1,534 11 5
5. School cleaning allowances	11,415 2 1	12,270 3 3	11,759 19 9	11,843 6 1	12,264 3 4	18,429 14 1
6. School materials	9,501 7 10	9,282 18 1	9,103 1 6	9,024 4 1	11,798 15 7	8,737 11 7
7. Miscellaneous expenses, including postage, bursaries, cookery, &c.	5,484 7 1	10,438 3 9	14,460 10 8	10,764 2 9	8,755 19 10	12,495 15 4
	680,911 13 1	704,072 12 1	721,786 2 5	729,464 10 4	737,040 7 2	758,130 12 7
III. Administration and Training Schools:—						
1. General management	24,628 18 3*	23,584 2 8*	21,737 5 11*	20 224 17 11*	17,229 13 8*	17,986 17 7*
2. Chief-Inspector's Branch:—						
(a) Inspection	27,207 7 0	27,838 9 0	27,399 12 4	26,338 7 11	26,076 13 11	27,126 7 6
(b) Training College†	5,341 19 6	5,093 12 10	4,855 10 1	5,123 14 4	11,258 14 3	15,704 2 2
	57,178 4 9	56,516 4 6	53,992 8 4	51,692 0 2	54,565 1 10	60,817 7 3
Total Expenditure £	814,883 8 11	861,544 6 8	847,829 15 9	839,976 18 6	881,580 13 8	922,295 0 5

* Includes Minister's salary. † At the end of 1905 the Training Schools at Fort-street and Hurlstone were superseded by the Training College at Blackfriars.

No. 47.—Finance: Statement showing Cost of Education per Child.

Based upon (a) Net School Expenditure.

	1901.	1902.	1903.	1904.	1905.	1906.	1907.
Cost per child, based upon the—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Year's enrolment of distinct pupils	2 16 4½	2 19 10¾	3 3 11½	3 3 3	3 3 7	3 8 10	3 17 11½
Mean quarterly enrolment	3 4 0½	3 8 6¾	3 13 0¼	3 11 11½	3 11 9	3 18 8¼	4 5 11½
Average attendance	4 8 3	4 13 7¼	5 0 10¼	4 19 1¾	4 18 7	5 8 1	6 0 4¾
Estimated population	.....	.....	0 10 11¼	0 10 7	0 10 3	0 10 9½	0 11 9¾

(b) Expenditure, exclusive of cost of school premises.

	1901.	1902.	1903.	1904.	1905.	1906.	1907.
Cost per child, based upon the—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Year's enrolment of distinct children	2 11 7	2 13 7½	2 15 7¾	2 17 3¾	2 18 7	3 1 3	3 9 2
Mean quarterly enrolment	2 18 7½	3 1 4¼	3 3 6¼	3 5 2¼	3 6 2	3 10 0½	3 16 4½
Average attendance	4 0 9½	4 3 9	4 7 9½	4 9 9½	4 10 10	4 16 2	5 6 10
Estimated population	.....	.....	0 9 6¼	0 9 7	0 9 5	0 9 7½	0 10 6

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No. 48.—Receipts and Disbursements of the Department of Public Instruction, from 1st January to 31st December, 1907.

RECEIPTS.	£ s. d.	DISBURSEMENTS.	£ s. d.	£ s. d.
To Balance from 1906	16,188 12 8	**Ministerial Office.**		
,, Balance of petty cash in hand on 31st December, 1906	0 3 8	By Salaries	15,876 8 8	
,, Amount received from Treasury on account of Vote for 1906-1907 (Item 216)	414,000 0 0	,, Repairs and furniture	258 13 5	
,, Amount received from Treasury on account of Vote for 1906-1907 (Item 129)	167 9 7	,, Books and stationery	168 2 0	
,, Amount received from Treasury on account of Vote for 1906-1907 (Item 130)	1,555 16 8	,, Miscellaneous Expenses— £ s. d.		
,, Amount received from Treasury on account of Vote for 1906-1907 (Item 151)	17 3	Fuel and light 34 5 6		
,, Amount received from Treasury on account of Vote for 1906-1907 (Public Works Fund)	38,421 19 10	Travelling expenses, freight, cartage, and cab hire 113 1 1		
,, Amount received from Treasury on account of Vote for 1906-1907 (Public Works Fund, Schedule 5)	1,100 0 0	Sundry expenses 166 6 11		
,, Amount received from Treasury on account of Vote for 1907-1908 (Item 229)	453,017 10 5		313 13 6	
,, Amount received from Treasury on account of Vote for 1907-1908 (Item 145)	135 0 0			16,616 17 7
Amount received from Treasury on account of Vote for 1907-1908 (Item 130)	155 14 3	**Chief Inspector's Branch.**		
,, Amount received from Treasury on account of Vote for 1907-1908 (Public Works Fund)	30,000 0 0	,, Salaries	21,030 9 10	
		,, Rent, repairs, and furniture	394 19 5	
		,, Fuel, light, and cleaning allowances	12 19 9	
		,, Books and stationery	4 16 8	
		,, Travelling expenses	5,683 2 7	
				27,126 7 6
		Training of Teachers.		
		,, Salaries and allowances	13,237 12 11	
		,, Repairs, and furniture	290 12 4	
		,, Books, apparatus, and stationery	1,674 13 3	
		,, Travelling expenses	277 16 3	
		,, Fuel, light, and cleaning	51 3 6	
		,, Sundry expenses	172 3 11	
				15,704 2 2
		High Schools.		
		,, Salaries and allowances	8,378 19 7	
		,, Rent, repairs, furniture, water and sewerage rates, and cleaning closets	918 3 2	
		,, Books, apparatus, and stationery	28 13 10	
		,, Travelling expenses	24 19 5	
		,, Cleaning allowances	116 4 11	
		,, Sundry expenses	34 0 0	
				9,501 0 11
		Public Schools.		
		,, Salaries and allowances	645,629 12 2	
		,, Buildings, repairs, rent, furniture, sites, conveyance of pupils to central schools, water and sewerage rates, and cleaning closets	98,285 0 8	
		,, Cleaning allowance	13,313 9 2	
		,, Fuel and forage allowances	1,983 12 1	
		,, Books, apparatus, and stationery	6,646 5 11	
		,, Travelling expenses	5,757 19 10	
		,, Medical fees	89 5 0	
		,, Scientific apparatus and equipment of manual training schools	568 17 1	
		,, Sundry expenses	27 13 11	
		,, School exhibitions and camp schools	532 7 1	
				772,834 2 11
		Provisional Schools.		
		,, Salaries	32,809 0 10	
		,, Buildings, repairs, rent, and furniture	2,849 2 9	
		,, Fuel and forage allowances	211 4 3	
		,, Books, apparatus, and stationery	461 6 0	
		,, Travelling expenses	537 10 10	
				36,868 4 8
		Half-time Schools.		
		,, Salaries and allowances	18,170 16 11	
		,, Buildings, repairs, and furniture	507 1 11	
		,, Fuel and forage allowances	1,440 19 1	
		,, Books, apparatus, and stationery	166 15 6	
		,, Travelling expenses	187 8 2	
				20,473 1 7
		House-to-house Teaching.		
		,, Salaries	910 10 4	
		,, Books and stationery	13 14 6	
		,, Travelling expenses	26 2 9	
		,, Forage allowance	86 11 8	
				1,036 19 3
		Evening Schools.		
		,, Salaries	644 17 8	
		,, Books	6 10 7	
		,, Fuel	0 8 0	
				651 16 3
		Subsidised Schools.		
		,, Salaries	4,728 13 5	
				4,728 13 5
		Cookery Instruction.		
		,, Salaries	1,921 4 7	
		,, Wages and materials, &c.	2,650 3 10	
				4,571 8 5
		State Scholarships and Bursaries.		
		,, Allowances	3,444 13 4	
		,, Books	547 3 5	
				3,991 16 9
				914,104 11 5
		,, Unexpended balance of advance of 1906-7 Vote, Items 129 and 130, refunded to Treasury on 29th June, 1907	15 5 0	
		,, Unexpended balance of advance of 1906-7 Vote, Public Works Fund, refunded to Treasury on 29th June, 1907	1,593 12 0	
				1,608 17 0
		,, Balance on 31st December, 1907	39,081 1 9	
		,, Balance of petty cash in hand on 31st December, 1907	2 14 2	
				39,083 15 11
£	954,797 4 4			£954,797 4 4

Account Branch, Department of Public Instruction,
Sydney, 23rd March, 1908.

A. E. BASSAN,
Accountant.

No 48a.

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No. 48a.—Statement showing Treasury Payments for Services Rendered, from 1st January to 31st December, 1907.

	£	s.	d.		£	s.	d.
To Amount from Vote of £831,561, being part of £866,415, Item No. 216 of Appropriation Act of 1906–1907	685	0	0	By Salaries	1,370	0	0
To Amount from Vote of £925,010, being part of £968,985, Item No. 229 of Appropriation Act of 1907–1908	685	0	0	,, Contingencies—			
To Amount from Vote of £6,000, Item No. 235 of Appropriation Act of 1906–1907	2,483	8	4	Postage stamps and telegraphic messages	5,734	12	2
To Amount from Vote of £6,000, Item No. 249 of Appropriation Act of 1907–1908	3,251	3	10	Books	53	6	6
To Amount from Vote of £831,561, being part of £866,415, Item No. 216 of Appropriation Act of 1906–1907	53	6	6	Sites	737	18	3
To Amount from Vote, £50,000, Public Works Fund of Appropriation Act of 1906–1907	737	18	3	Scientific apparatus	294	12	1
To Amount from Vote, £2,000, being part of £6,450, Public Works Fund Appropriation Act of 1906–1907	294	12	1				
	£8,190	9	0		£8,190	9	0

Account Branch, Department of Public Instruction,
Sydney, 23rd March, 1908.

A. E. BASSAN,
Accountant.

Sydney: William Applegate Gullick, Government Printer.—1908.

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